

GRADUATION PORTFOLIO ASSESSMENT AND FOCUS AREAS: A PROGRAM GUIDE



BRITISH
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Ministry of Education
2004

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AND FOCUS AREAS:
A PROGRAM GUIDE



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Graduation Portfolio Assessment and Focus Areas: A Program Guide was created to set standards and support British Columbia secondary schools in implementing the 2004 Graduation Program.

Countless BC educators, students, parents, and other community members have contributed to the development of this program guide for secondary schools. Many individuals and organizations provided sage advice during the consultation stages of the graduation requirements review in 2002-2003. Others shared their views about portfolios and focus areas at the two graduation requirements symposia in June 2002 and January 2003. Comments from education partner groups, post-secondary institutions, representatives of the business community, and parent organizations raised important questions, provided advice, and helped shape the material presented in this program guide.

Most significant have been the contributions of partner school districts that carried out pilots and participated in advisory groups. The Ministry of Education is indebted to the following school districts and their staff, students, parents and community partners for their work on Graduation Portfolio Assessment and Focus Areas:

School District No. 8 (Kootenay Lake)
School District No. 19 (Revelstoke)
School District No. 20 (Kootenay-Columbia)
School District No. 22 (Vernon)
School District No. 23 (Central Okanagan)
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School District No. 83 (North Okanagan-Shuswap)
and
Pacific Christian School

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The Ministry also gratefully acknowledges the Faculty of Education of Okanagan University College for carrying out Graduation Portfolio pilot research in the Okanagan region, validating the findings of the pilots elsewhere. The Career Education Society is also acknowledged for its contribution to the development of material on Focus Areas.

This guide supports secondary schools to implement the provincially prescribed Graduation Portfolio Assessment and Focus Areas in the 2004 Graduation Program. The information in this document is also available on the Internet at <http://www.bced.gov.bc.ca/graduation>.

The 2004 Graduation Program is designed to support and encourage student achievement in a wide range of areas. A three-year program, it includes Graduation Program Exams in Grades 10, 11 and 12, a required course called Planning 10, and a Graduation Portfolio Assessment that encourages students to develop the skills and competencies they need to build successful lives and futures. The program addresses intellectual, human and social development as well as career and life planning, giving students a chance to explore a broad spectrum of opportunities and to choose the path that best supports their own strengths and interests.

Generally, the Graduation Program is designed to enable all students to develop the knowledge, skills and attitudes that parents, educators, employers and others have agreed are important to attain before completing Grade 12. Known collectively as the Attributes of the BC Graduate, the competencies are:

In their intellectual development, graduates should achieve:

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes knowledge of both a first and second language
- an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

In their human and social development, graduates should achieve:

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadians and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

In their career development, graduates should achieve:

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths
- experience in planning for, and working towards, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

This list was developed during extensive consultations that were part of BC's graduation requirements review in 2002-2003. Portfolio Assessments and Focus Areas support all students to develop these attributes — recognizing that the choices they make and the skills they gain in their final years of school have tremendous potential to shape their future lives.

Organization of this program guide

This program guide is divided into two parts. Part 1 addresses Graduation Portfolios. Part 2 addresses Focus Areas. The information in each of these is critical to the successful implementation of the 2004 Graduation Program.

Part 1 is presented in eight sections describing the respective roles of students, teachers and schools in assembling, assessing and implementing Graduation Portfolios.

- Section 1 (Portfolio Basics) describes the components of the Graduation Portfolio and answers commonly asked questions.
- Section 2 (Portfolio Core) describes the portfolio standards all students must meet.
- Section 3 (Portfolio Choice) describes options students may choose beyond the minimum requirements.
- Section 4 (Creating Portfolio Evidence) explains how students can create material for their portfolios.
- Section 5 (More Questions and Answers about Portfolio Organizers) clarifies expectations and further elaborates on each portfolio organizer.
- Section 6 (Portfolio Presentation) describes expectations and suggests different models for a concluding event that showcases student achievement.
- Section 7 (Portfolio Assessment) offers guidance for teachers on assessing each portfolio component.
- Section 8 (Portfolio Resources) is designed for both teachers and students, providing helpful tools including a glossary of terms and one-page orientation sheets for parents and students.

Part 2 of the program guide addresses Focus Areas. It is divided into four sections.

- Section 1 provides the rationale for Focus Areas and describes how they fit into the 2004 Graduation Program.
- Section 2 describes the eight Focus Areas, including interests, skills, competencies and careers related to each.
- Section 3 provides teachers with tips for helping students to understand and choose a Focus Area and use it to help them think about their futures.
- Section 4 provides resources for teachers and students, including charts that relate Focus Areas to careers and Graduation Portfolios.

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Section 1: Portfolio Basics

What is Graduation Portfolio?

- A Graduation Portfolio is a physical or electronic collection of materials that demonstrate students' knowledge, skills, and competencies. These materials are called **evidence**.
- The knowledge, skills, and competencies are important for all young people.
- Student evidence is based on six **Portfolio Organizers**:
 - Arts & Design
 - Community Involvement & Responsibility
 - Education & Career Planning
 - Employability Skills
 - Information Technology
 - Personal Health
- The experiences involved in completing Graduation Portfolios:
 - Encourage students to adopt an active and reflective role in planning and managing learning during Grades 10 -12.
 - Enable students to demonstrate learning that complements intellectual development and course-based learning.
 - Promote students' growth and successful transitions beyond Grade 12.

How does the Graduation Portfolio fit with the 2004 Graduation Program?

- Students must complete this 4 - credit component of the 2004 Graduation Program.
- Students earn these credits for completing a three-year process rather than a course.

How does Graduation Portfolio Assessment work?

- **Planning 10** introduces students to the Graduation Portfolio.
- Students plan for and begin to gather evidence to put into their portfolios in Grade 10.
- All student evidence must be included in the Graduation Portfolio.
- In Planning 10, students develop strategies for storing their evidence.
- Schools identify the storage options that they can best support.
- Students continue the process of gathering, creating, and storing evidence throughout Grade 11 and 12.
- Students use specific guidelines for gathering and creating portfolio evidence. See Sections 2, 3, and 4 for more information on student evidence.
- Portfolio evidence can be based on experiences and learning either in Grade 10 – 12 school courses, or through extra-curricular, home, or community activities.
- Schools support Grade 11 and 12 students to complete the Graduation Portfolio requirements and to earn the mandatory 4 credits.
- Teachers assess student evidence over the three-year period and evaluate the portfolio before the end of Grade 12.

What are the main components of the Graduation Portfolio?

- The Graduation Portfolio consists of three components: **Portfolio Core**, **Portfolio Choice**, and **Portfolio Presentation**.

What must students do to earn Graduation Portfolio credit?

- **Portfolio Core:** Students must complete six Portfolio Core requirements for 30% of the Graduation Portfolio mark.
 - Students must complete all of Portfolio Core to graduate.
 - Students follow **Portfolio Core Guides** to ensure that they meet all criteria for each component or **aspect**.

- In Portfolio Core students must complete six aspects, meeting all criteria for each one. See Section 2 of this program guide for the criteria.
 - Arts & Design:
 - Respond to an art, performance, or design work.
 - Community Involvement & Responsibility:
 - Participate cooperatively and respectfully in a service activity.
 - Education & Career Planning:
 - Complete a graduation transition plan.
 - Employability Skills:
 - Complete 30 hours of work or volunteer experience.
 - Information Technology:
 - Use information technology skills.
 - Personal Health:
 - Complete 80 hours of moderate to intense physical activity.
- **Portfolio Choice:** Students choose areas in which they want to submit Portfolio Choice evidence for up to 50% of the Graduation Portfolio mark.
 - Portfolio Choice expands on what students do in the six Portfolio Organizers introduced in Portfolio Core.
 - Each Portfolio Organizer contains a group of aspects.
 - Students choose from 19 aspects in all.
 - Teachers can adapt Portfolio Organizers and aspects in response to student and school needs or interests in Portfolio Choice.
 - Students use **Portfolio Choice Guides** to help them decide which aspects they are interested in addressing and to think about how to create or collect portfolio evidence for each one.
 - Portfolio Choice Guides describe the criteria for each aspect.

- **Portfolio Presentation:** Students must complete a Portfolio Presentation for up to 20% of the Graduation Portfolio mark.
 - Students must complete this requirement to graduate.
 - The presentation celebrates student learning and reflection at the end of the portfolio process.
 - Students prepare for their presentations in stages.
 - Schools, teachers, and students identify possible presentation formats.
 - Students reflect on their portfolio experience.
 - Students choose some of their most valued portfolio evidence, engaging in self-assessment.
 - These choices become the foundation for the presentation.
 - Students should have an opportunity to plan, rehearse, and incorporate feedback.
 - Presentations occur some time in Grade 12, most likely in April or May. Schools determine the timing for presentation events.
 - Portfolio Presentations can occur in a variety of formats. Schools define the presentation options for their students.
 - Presentation format options might include a panel led by a teacher with interested parties; an interview; a portfolio circle; an event similar to a career or science fair; an electronic or multi-media presentation; a performance event; a community event; a conversation with a teacher.
 - Students are encouraged to involve community members in presentation events in some way.
 - Students use a **Portfolio Presentation Guide** to help them plan their presentations.
 - Teachers use the Portfolio Presentation Guide for evaluating presentations.

How do students benefit from their Graduation Portfolio experience?

- Portfolio experiences help students by encouraging them to:
 - Become more aware of their learning
 - Act and reflect
 - Set goals and make decisions
 - Practice self evaluation
 - Think critically
 - Solve problems
 - Develop creativity
 - Apply learning strategies
 - Value learning
- Portfolio experience fosters personal growth and maturity in these ways:
 - Promotes self-directedness
 - Develops personal responsibility
 - Enhances self-esteem
 - Develops pride in quality accomplishments
 - Stimulates creativity
 - Celebrates individuality
 - Develops social responsibility

How can schools support Grade 11 and Grade 12 students in portfolio work?

- When everyone in the school community embraces the portfolio process as a celebration of student successes and efforts, students see the relevance and importance of Graduation Portfolios.
- Every teacher in the school can support students by creating assignments that can be used as portfolio evidence.







- All teachers can help students by reminding them to consider adding evidence to their portfolios when course projects or experiences might meet portfolio criteria.
- Schools need to provide a formal support system for students, including staff resources, to make the portfolio process successful. The following models have been reported by schools as feasible:
 - Planning 10 teachers continue to act as mentors to their students through Grades 11 and 12 and assess their portfolios and presentations. This work is included in their assigned teaching schedule.
 - Former Career and Personal Planning 10 – 12 teachers work with set groups of Grade 11 and 12 students on an intermittent basis, assessing their portfolios and providing more intense support for those students who need assistance.
 - Teachers create a non-credit course offered in the timetable to support students and assess their portfolios. Students earn four credits by completing their portfolios and presenting them during course time.
 - Provide teacher time in an “X” block where students can drop in to get help on their portfolios and have them assessed.
 - Create monthly portfolio sessions within the school schedule where all Grade 11 and 12 students report to their portfolio support teacher to work on portfolio evidence and have their portfolios assessed.

Section 2: Portfolio Core

What should students know about Portfolio Core?

- Portfolio Core consists of six mandatory aspects that all students must complete.
- Portfolio evidence can be based on experiences and learning either in school courses, or through extra-curricular, home, or community activities.
- The Portfolio **Core Chart** on page 9 of this program guide describes the six mandatory aspects.
- Two are grade specific:
 - The physical activity standard must be met in Grade 11 and/or 12.
 - Transition planning must be completed in Grade 12.
- Six **Portfolio Core Guides** describe the evidence that students must have in their portfolios.
- The portfolio core guides include:
 - Five criteria that must be met and that describe how the evidence is assessed.
 - A **Portfolio Core Planner** on the reverse side to help students with organization.
 - A list of Ministry courses related to the aspect.
- Students earn 30% of their Graduation Portfolio mark when they have met all criteria for Portfolio Core.
- All criteria in Portfolio Core must be met, or the student does not earn the 4 credits for Graduation Portfolio Assessment.


Portfolio Core Chart

Portfolio Organizers	<ul style="list-style-type: none"> Six aspects are mandatory. Portfolio Core Guides define five criteria for each aspect. Students must meet all criteria. Students earn full marks when all criteria are met. Portfolio Core is worth 30 % of the Graduation Portfolio mark. Suggested grades for meeting criteria help students stay on track. 3.1 and 6.1 are grade specific. The others can be completed at any time. 	Suggested Timelines
Arts & Design 	Aspect 1.1 Respond to an art, performance, or design work. See page 11.	10/11
Community Involvement & Responsibility 	Aspect 2.1 Participate co-operatively and respectfully in a service activity. See page 13.	10/11
Education & Career Planning 	Aspect 3.1 Complete a graduation transition plan. See page 15.	12
Employability Skills 	Aspect 4.1 Complete 30 hours of work or volunteer experience. See page 17.	10/11
Information Technology 	Aspect 5.1 Use information technology skills. See page 19.	10/11
Personal Health 	Aspect 6.1 Complete 80 hours of moderate to intense physical activity. See page 21.	11/12

Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Arts & Design Aspect 1.1 Respond to an art, performance, or design work	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
Art or performance response Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes your chosen art work or performance. ★ Criteria #2 Interprets the mood/s and message/s that the artist or performer communicates. ★ Criteria #3 Identifies the emotion/s communicated through the work. ★ Criteria #4 Identifies images and visual or sound effects used in the work. ★ Criteria #5 Discusses your personal reaction to the art or performance work.	Design response Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes your chosen design. ★ Criteria #2 Identifies unique features in the design. ★ Criteria #3 Identifies the problem that the designer is attempting to resolve through the design. ★ Criteria #4 Identifies the connection between the design form and its function or purpose. ★ Criteria #5 Discusses your personal opinion about the effectiveness of the design.	Criteria Check <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. Choose something that interests you. Arts and performance can include evidence from visual arts, music, drama, and literary arts. Design can include evidence from computer, industrial, graphic, textile and other forms of design. Arts & Design resources include a more detailed list of the kinds of evidence that qualifies for this aspect. See Section 5. Review the Arts & Design support materials to find the appropriate language to describe your chosen work. See Section 8. When you respond to something, you are describing your reaction/s to the work. You are responding to something that someone else has done.




Section 2 | PORTFOLIO CORE

Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Arts & Design Aspect 1.1 Respond to an art, performance, or design work
Consider these course connections for creating portfolio evidence Visual Arts 10, 11, and 12 courses Music 10, 11, 12 courses Drama 10, 11, and 12 courses Dance 10, 11, and 12 courses Social Studies 11 Comparative Civilizations 12 BC First Nations Studies 12 English Language Arts 10, 11 & 12 Communications 11 & 12 English Literature 12 Home Economics 10 Food Studies 11 Textile Studies 11 & 12 Family Studies 12 Technology Education 10 Drafting and Design 11 Industrial Design 11 & 12 Metal Fabrication and Machining 11 & 12 Carpentry and Joinery 11 & 12 Drafting and Design 11 & 12 American Sign Language 10, 11 & 12 Core French 10, 11 & 12 German 10, 11 & 12 Japanese 10, 11 & 12 Mandarin Chinese 10, 11 & 12 Punjabi 10, 11 & 12	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

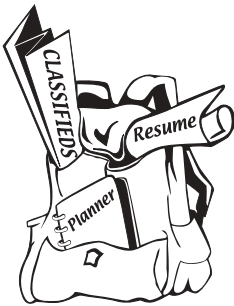
Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Community Involvement & Responsibility Aspect 2.1 Participate co-operatively & respectfully in a service activity	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
Community-based service event or activity Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes the community event or activity in which you have participated. ★ Criteria #2 Identifies the service element in the community event or activity. ★ Criteria #3 Identifies the benefits that someone receives as a result of the service event or activity. ★ Criteria #4 Describes your contribution to the community service activity or event. ★ Criteria #5 Demonstrates that you have participated cooperatively and respectfully.	School-based service event or activity Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes the school-based event or activity in which you have participated. ★ Criteria #2 Identifies the service element in the school-based event or activity. ★ Criteria #3 Identifies the benefits that someone receives as a result of the service event or activity. ★ Criteria #4 Describes your contribution to the school-based service activity or event. ★ Criteria #5 Demonstrates that you have participated cooperatively and respectfully.	Criteria Check <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. A service activity is something that you participate in because the outcome will be good for someone else. You can choose to be involved in a service activity that happens within your school. The service activity could happen in one of your classes or outside of class time. You can choose to be involved in a service activity that happens outside of school.



Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Community Involvement & Responsibility Aspect 2.1 Participate co-operatively & respectfully in a service activity
Consider these course connections for creating portfolio evidence Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Education & Career Planning Aspect 3.1 Complete a graduation transition plan	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
Transition to post - secondary education and/or training Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes your transition plan in a concise format. ★ Criteria #2 Outlines options that you have considered related to career, education, and personal goals. ★ Criteria #3 Describes the role of work, leisure, health, family, and support networks in building your transition plan. ★ Criteria #4 Includes a current resume, reference letter, and a copy of an application to a post-secondary institution. ★ Criteria #5 Includes a financial plan.	Transition to work or other life options Your portfolio evidence must meet all five criteria. ★ Criteria #1 Describes your transition plan in a concise format. ★ Criteria #2 Shows evidence of both short and long-term planning for changeable labour market and life situations. ★ Criteria #3 Describes the role of post secondary education or training, leisure, health, family, and support networks in building your transition plan. ★ Criteria #4 Includes a current resume, reference letter, and a letter of application for employment. ★ Criteria #5 Includes a financial plan.	Criteria Check <div style="display: flex; flex-direction: column; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. Your transition plan must be completed and evaluated in Grade 12. Refer to the Education & Career Planning resources in Sections 5 and 8 for a review of transferable education and employability skills. Review the transition-related work that you began in Planning 10. “Post secondary” means education and training options in areas such as trades, arts, design, travel, and technology as well as college, university, and apprenticeship programs. A transition plan should demonstrate that you have investigated a number of options. It should be based on reliable and current information.





Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Education & Career Planning Aspect 3.1 Complete a graduation transition plan
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Employability Skills Aspect 4.1 Complete thirty hours of work or volunteer experience	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
Work experience ... or Your portfolio evidence must meet all five criteria. ★ Criteria #1 Documents participation in 30 or more hours of work experience. ★ Criteria #2 Describes the type of work done and the tasks/duties performed. ★ Criteria #3 Identifies the fundamental skills used or developed in your work experience. ★ Criteria #4 Identifies the personal management skills used or developed in your work experience. ★ Criteria #5 Identifies the teamwork skills used or developed in your work experience.	Volunteer experience Your portfolio evidence must meet all five criteria. ★ Criteria #1 Documents participation in 30 or more hours of volunteer experience. ★ Criteria #2 Describes the type of work done and the tasks/duties performed. ★ Criteria #3 Identifies the fundamental skills used or developed in your volunteer experience. ★ Criteria #4 Identifies the personal management skills used or developed in your volunteer experience. ★ Criteria #5 Identifies the teamwork skills used or developed in your volunteer experience.	Criteria Check <div style="display: flex; flex-direction: column; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. Employability skills are generic skills needed for success in the workplace. You need to understand the meaning of the word “generic.” The Employability Skills 2000+ resource defines three categories of generic skills. Refer to the handout in Section 8. The three categories are fundamental, personal management, and teamwork skills. Investigate elective work experience courses offered in your school. Review your employability skills notes from Planning 10.



Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Employability Skills Aspect 4.1 Complete thirty hours of work/volunteer experience
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all other courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Information Technology Aspect 5.1 Use information technology skills	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
Use common computer functions Your portfolio evidence must meet all five criteria. ★ Criteria #1 Demonstrates use of computer technology to complete a task such as a school assignment or a home or community-based project. ★ Criteria #2 Demonstrates that you have followed school policies regarding appropriate/safe care/use of basic computer equipment and Internet privileges. ★ Criteria #3 Demonstrates use of basic navigation, keyboarding, and file management skills. ★ Criteria #4 Demonstrates use of basic word processing or spreadsheet software. ★ Criteria #5 Demonstrates that you can use the Internet to find information.	<div style="border: 1px solid black; height: 300px; width: 100%;"></div>	Criteria Check <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. Rules for appropriate, and safe, care and use of computer equipment are defined by schools or school boards. Schools have standards for appropriate and safe use of Internet privileges. All students are expected to meet these standards. Computer use can take place at school, in the home, at the public library, or at a business site.
			

Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Information Technology Aspect 5.1 Use information technology skills
Consider these course connections for creating portfolio evidence Information Technology 10 All Grade 11 & 12 Information Communication Technology courses Visual Arts: 11 and 12 Social Studies 10 Comparative Civilizations 12 Law 12 Geography 12 History 12 BC First Nations Studies 12 Essentials of Mathematics 10 Principles of Mathematics 10, 11 & 12 Applications of Mathematics 12 English Language Arts 10, 11 & 12 Technical and Professional Communications 12 Communications 11 Science and Technology 11 Resource Sciences: Forests 12 Business Education 10 Accounting 11 & 12 Business Computer Applications 11 Business Information Management 12 Data Management 12 Marketing 11 & 12 Textile Studies 12 Drafting and Design 11 and 12 Electronics 12 Industrial Design 11 & 12	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Core Guide Name: _____ Date: _____ Teacher: _____ 5 Marks: _____ ★ ★ ★ ★ ★		Personal Health Aspect 6.1 Engage in 80 hours of moderate to intense physical activity	
Portfolio Quality = Action + Reflection		Tips to help you create your evidence	
For 80 hours of physical activity Your portfolio evidence must meet all five criteria. ★ Criteria #1 Documents participation in one or more physical activities that meet the moderate, vigorous, or adapted criteria. ★ Criteria #2 Documents participation in moderate, vigorous, or adapted physical activities for a minimum of 80 hours during Grades 11 and/or 12. ★ Criteria #3 Includes a Physical Activity Log as evidence. ★ Criteria #4 Demonstrates that the physical activity documentation is clearly authentic. ★ Criteria #5 Illustrates the impact of physical activity on personal health and/or lifestyle choices.	For extended hours of physical activity <ul style="list-style-type: none"> Additional marks for higher levels of physical activity can be earned in the Portfolio Choice section. The criteria are described in the Portfolio Choice Guide, Personal Health organizer, Section 3. Your additional evidence will be evaluated on the same scale as all other Portfolio Choice aspects. 	Criteria Check <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> <input type="checkbox"/> </div>	<ul style="list-style-type: none"> You must meet all five criteria to receive credit for this aspect. The 80 hours of physical activity occur after completion of Grade 10, in Grade 11 and/or 12. Physical activity refers to any leisure or non-leisure body movement that expends energy. It includes exercise, sports, dance, mobility training or physical therapy, extended brisk walking, swimming, or other body movements. Physical activity that counts as portfolio evidence must be either moderate or vigorous. Moderate physical activities increase the heart rate. Vigorous physical activities raise the heart rate and sustain the increase over time. Vigorous activities are aerobic in nature, enhancing heart and lung health. The moderate or vigorous requirement is adaptable to meet student special needs. Refer to the Physical Activity Log in Section 8.



Section 2 | PORTFOLIO CORE

Portfolio Core Planner Name: _____ Date: _____ Teacher: _____		Personal Health Aspect 6.1 Engage in 80 hours of moderate or intense physical activity
Consider these course connections for creating portfolio evidence Physical Education 11 & 12 Dance 11 and 12	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		







Section 3: Portfolio Choice

What should students know about Portfolio Choice?

- Students can choose what to submit in addition to Portfolio Core evidence. The choices are based on Portfolio Organizers.
 - The six organizers in Portfolio Choice are: Arts and Design; Community Involvement & Responsibility; Education and Career Planning; Employability Skills; Information Technology; Personal Health.
 - Each organizer has sub-components, or aspects, from which students choose.
- The **Portfolio Choice Chart** on page 25 identifies nineteen aspects.
 - Teachers may create additional organizers.
 - Teachers may extend the choices by adding aspects.
 - Teachers may also adapt the nineteen aspects contained in the chart.
- Nineteen **Portfolio Choice Guides** describe the aspect criteria.
 - Portfolio Choice Guides define five criteria that student evidence can meet.
 - Students use the guides to help them decide which aspects they want to address.
 - Students use the guides to help them collect and create their evidence.
 - Teachers use the guides to evaluate student evidence.
 - Students use a **Portfolio Choice Planner**, on the back of the guide, to make connections between the aspect and related courses.


- Evaluation of Portfolio Choice evidence is different from evaluation of Portfolio Core evidence.
 - In Portfolio Choice, students can earn up to 5 marks for each aspect, depending on the quality and extent of their effort.
 - A student can earn 1, 2, 3, 4, or 5 marks for any given aspect.
- The maximum number of marks that a student can earn for Portfolio Choice evidence is 50. These marks can be earned in many ways. For example:
 - 5 marks each for 8 aspects = 40 marks
 - 2 marks for 15 aspects = 30 marks
 - 5 marks for 2 aspects and 4 marks for 2 aspects = 18 marks
 - 4 marks for 8 aspects and 3 marks for 1 aspect = 35 marks
- Students can earn up to 50% of their Graduation Portfolio mark by submitting Portfolio Choice evidence.

Portfolio Choice Chart

Portfolio Organizers	<ul style="list-style-type: none"> Students create additional portfolio evidence based on choices. Teachers can adapt the choices. Nineteen Portfolio Choice Guides describe criteria for each aspect. Each choice is worth up to 5 marks. Students earn a maximum of 50 marks for Portfolio Choice evidence. Portfolio Choice is worth up to 50% of the final mark. 			
Arts & Design 	Aspect 1.2 Create, perform, or design an original work.	Aspect 1.3 Analyze structural components in an art, performance, or design work.	Aspect 1.4 Identify cultural, historical, or social contexts of an art, performance, or design work.	Choice 1.5
Community Involvement & Responsibility 	Aspect 2.2 Demonstrate positive interpersonal communication skills.	Aspect 2.3 Respond to human rights.	Aspect 2.4 Promote respect for diversity.	Choice 2.5
Education & Career Planning 	Aspect 3.2 Research education, career, and life information.	Aspect 3.3 Demonstrate transferable education skills.	Aspect 3.4 Engage in focused and continuous learning.	Choice 3.5
Employability Skills 	Aspect 4.2 Demonstrate fundamental skills.	Aspect 4.3 Demonstrate personal management skills.	Aspect 4.4 Demonstrate teamwork skills.	Choice 4.5
Information Technology 	Aspect 5.2 Use the Internet to research information.	Aspect 5.3 Use information technology to manage information.	Aspect 5.4 Use information technology to present information.	Choice 5.5
Personal Health 	Aspect 6.2 Engage in physical activity beyond the 80 hours required in Portfolio Core.	Aspect 6.3 Connect healthy eating to physical well-being.	Aspect 6.4 Link emotional well-being to general health.	Aspect 6.5 Make health-enhancing decisions.


Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Arts & Design Aspect 1.2 Create, perform, or design an original work		
Portfolio Quality = Action + Reflection					Tips to help you create your evidence	
★ ★ ★ ★ ★ Create, perform, or design an original work. Evidence meets three criteria Shows evidence of your original work. Identifies the intent behind your art, performance, or design work. Discusses the impact that you would like your work to have on your audience/target group. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Plan changes to your original work. Evidence meets one more criteria Describes alterations that could result in a different effect and a different impact on your audience/target group. Criteria Check <input type="checkbox"/>	★ Alter your original work to achieve a different effect. Evidence meets one more criteria Shows evidence of the altered work. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> • Refer to the course connections list for information about courses related to this aspect. • If you choose this aspect, you must create something original. • If you create or perform, think about the ideas or emotion that you want to express. • If you design something, identify the problem that you are solving. • Think about the impact that you would like your work to have on your audience or target group. • Refer to the Arts & Design resources in Section 8 for information about Arts & Design terminology that you should use. 		



<h2>Portfolio Choice Planner</h2> <p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<h2>Arts & Design</h2> <p>Aspect 1.2</p> <p>Create, perform, or design an original work</p>
<p>Consider these course connections for creating portfolio evidence</p> <p>Visual Arts 10, 11, and 12 courses</p> <p>Music 10, 11, and 12 courses</p> <p>Dance 10, 11, and 12 courses</p> <p>Drama 10, 11, and 12 courses</p> <p>BC First Nations Studies 12</p> <p>English Language Arts 10, 11 and 12</p> <p>Technical and Professional Communications 12</p> <p>Communications 11 and 12</p> <p>English Literature 12</p> <p>Home Economics 10</p> <p>Food Studies 11</p> <p>Textile Studies 11 and 12</p> <p>Family Studies 12</p> <p>Technology Education 10</p> <p>Drafting and Design 11</p> <p>Industrial Design 11 and 12</p> <p>Metal Fabrication and Machining 11 and 12</p> <p>Carpentry and Joinery 11 and 12</p> <p>Information Technology 10, 11 and 12 courses</p>	<p>Criteria Met</p> <p>#1 Yes / No</p> <p>In grade _____</p> <p>#2 Yes / No</p> <p>In grade _____</p> <p>#3 Yes / No</p> <p>In grade _____</p> <p>#4 Yes / No</p> <p>In grade _____</p> <p>#5 Yes / No</p> <p>In grade _____</p>	<p>Feedback</p>
<p>Notes</p>		

Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Arts & Design Aspect 1.3 Analyze the structural components (elements, principles, materials, processes, or skills) in an art, performance, or design work		
Portfolio Quality = Action + Reflection					Tips to help you create your evidence	
★ ★ ★ ★ ★ Choose an art, performance, or design work and identify its structural components. Evidence meets three criteria Identifies the main structural components in the chosen work. Interprets reasons for artist, performer, or designer choice of these components. Discusses the effect of the artist, performer, or designer choices. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Develop a plan for changing structural components to achieve a different effect. Evidence meets one more criteria Describes alterations that the artist, performer, or designer could make to achieve a different effect. Criteria Check <input type="checkbox"/>	★ Alter structural components to create a work with a different effect. Evidence meets one more criteria Shows evidence that you have created an altered version of the work to create a different effect. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this aspect. In order to create evidence for this choice, you will need to understand the meaning of the phrase, structural components. To help you understand what the aspect means, refer to the Arts & Design support resources in Section 8. You may need to consult with someone to discuss materials, processes, and skills connected to your chosen work. 		




Portfolio Choice Planner		Arts & Design	
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★		Aspect 1.3 Analyze the structural components (elements, principles, materials, processes, or skills) in an art, performance, or design work	
Consider these course connections for creating portfolio evidence		Criteria Met	
Visual Arts 10, 11, and 12 courses Music 10, 11, and 12 courses Dance 10, 11, and 12 courses Drama 10, 11, and 12 courses BC First Nations Studies 12 English Language Arts 10, 11 and 12 Technical and Professional Communications 12 Communications 11 and 12 English Literature 12 Home Economics 10 Food Studies 11 Textile Studies 11 and 12 Family Studies 12 Technology Education 10 Drafting and Design 11 Industrial Design 11 and 12 Metal Fabrication and Machining 11 and 12 Carpentry and Joinery 11 and 12 Information Technology 10 Information Communication Technology 11 and 12 courses		#1 Yes / No In grade _____ #2 Yes / No In grade _____ #3 Yes / No In grade _____ #4 Yes / No In grade _____ #5 Yes / No In grade _____	
Feedback			
Notes			

Portfolio Choice Guide			Arts & Design
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Aspect 1.4 Identify cultural, historical, or social contexts in an art, performance, or design work
Portfolio Quality = Action + Reflection			Tips to help you create your evidence
★ ★ ★ ★ ★ Choose an art, performance, or design work and identify its social, cultural, or historical context/s. Evidence meets three criteria Describes the historical, cultural, or social context/s of the chosen work. Identifies the most important context clues in the work. Discusses the message/s that the artist, performer, or designer communicates. Criteria Check <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	★ Respond to the social, cultural, or historical context clues. Evidence meets one more criteria Analyses the personal impact of the historical, cultural, or social messages communicated. Criteria Check <div> <input type="checkbox"/> </div>	★ Evaluate the use of social, cultural, or historical context clues to create meaning. Evidence meets one more criteria Critiques the message/s delivered about history, culture, or society. Criteria Check <div> <input type="checkbox"/> </div>	<div> <div>Mark</div> <div>/ 5</div> </div> <div> <ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this choice. Define the word, context. History, culture, and society influence the ways in which artists, performers, and designers see their worlds. Artists, performers, and designers also use elements of history, culture, and society as material for their work. Your Social Studies, English Language Arts, and Communications teachers can also help you brainstorm ideas for this aspect. </div>




Section 3 | PORTFOLIO CHOICE

<h2>Portfolio Choice Planner</h2> <p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<h2>Arts & Design</h2> <p>Aspect 1.4</p> <p>Identify cultural, historical, or social contexts in an art, performance, or design work</p>
<p>Consider these course connections for creating portfolio evidence</p> <p>Visual Arts 10, 11, and 12 courses</p> <p>Music 10, 11, and 12 courses</p> <p>Dance 10, 11, and 12 courses</p> <p>Drama 10, 11, and 12 courses</p> <p>English Language Arts 10, 11 and 12</p> <p>Communications 11 and 12</p> <p>English Literature 12</p> <p>Social Studies 10 and 11</p> <p>BC First Nations 12</p> <p>History 12</p> <p>Comparative Civilizations 12</p> <p>Home Economics 10</p> <p>Food Studies 11</p> <p>Textile Studies 11 and 12</p> <p>Family Studies 12</p> <p>Information Technology 10</p> <p>Information Communication Technology 11 and 12 courses</p> <p>American Sign Language 10, 11 and 12</p> <p>French 10, 11 and 12</p> <p>German 10, 11 and 12</p> <p>Japanese 10, 11 and 12</p> <p>Mandarin Chinese 10, 11 and 12</p> <p>Punjabi 10, 11 and 12</p>	<p>Criteria Met</p> <p>#1 Yes / No</p> <p>In grade _____</p> <p>#2 Yes / No</p> <p>In grade _____</p> <p>#3 Yes / No</p> <p>In grade _____</p> <p>#4 Yes / No</p> <p>In grade _____</p> <p>#5 Yes / No</p> <p>In grade _____</p>	<p>Feedback</p>
<p>Notes</p>		


Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Community Involvement & Responsibility Aspect 2.2 Demonstrate positive interpersonal communications skills	
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ Identify positive interpersonal communication skills. Evidence meets three criteria Describes at least five interpersonal skills required to communicate effectively. Links these skills to home, school, community, and/or workplace environments where the skills are needed. Explains why these skills are valued in these settings. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Use positive interpersonal communications skills. Evidence meets one more criteria Documents that you practiced communication skills in two or more situations. Criteria Check <input type="checkbox"/>	★ Evaluate the impact of interpersonal communication skills on personal, peer, and/or school-based relationships. Evidence meets one more criteria Analyzes the impact of positive and effective interpersonal skills on relationships. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Think about the role of interpersonal communication skills in building healthy and positive relationships both within your school and your community. Check your Planning 10 notes on interpersonal communications, healthy relationships, employability skills, and self-awareness.



Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★		Community Involvement & Responsibility Aspect 2.2 Demonstrate positive interpersonal communications skills
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Community Involvement & Responsibility Aspect 2.3 Respond to human rights		
Portfolio Quality = Action + Reflection					Tips to help you create your evidence	
★ ★ ★ ★ ★ Participate in a school or community -based activity that supports or promotes human rights. Evidence meets three criteria Documents the amount and type of participation. Analyzes how the activity promoted human rights. Assesses the value of your personal contribution through the activity. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Initiate an activity that supports and promotes human rights. Evidence meets one more criteria Documents implementation of the activity or initiative in your school and/or community. Criteria Check <input type="checkbox"/>	★ Evaluate the outcome/s of the human rights activity. Evidence meets one more criteria Evaluates the impact of the human rights activity that you initiated. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> • Refer to the course connections list for information about courses related to this aspect. • Human Rights can be historical, global, national, provincial, local, school-based, or inter-personal. • Additional resources on human rights can be found in Section 8. 		



<h2>Portfolio Choice Planner</h2> <p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<h2>Community Involvement & Responsibility</h2> <p>Aspect 2.3</p> <p>Respond to human rights</p>
<p>Consider these course connections for creating portfolio evidence</p> <p>Planning 10 Social Studies 10, 11 BC First Nations 12 Comparative Civilizations 12 Law 12 Geography 12 History 12</p> <p>Potentially: all International Languages and Fine Arts courses</p>	<p>Criteria Met</p> <p>#1 Yes / No</p> <p>In grade _____</p> <p>#2 Yes / No</p> <p>In grade _____</p> <p>#3 Yes / No</p> <p>In grade _____</p> <p>#4 Yes / No</p> <p>In grade _____</p> <p>#5 Yes / No</p> <p>In grade _____</p>	<p>Feedback</p>
<p>Notes</p>		

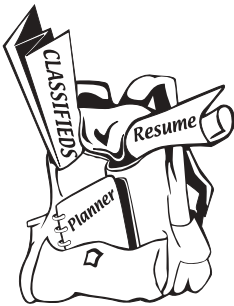
Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Community Involvement & Responsibility Aspect 2.4 Promote respect for diversity		
Portfolio Quality = Action + Reflection					Tips to help you create your evidence	
★ ★ ★ ★ ★ Identify a local or global situation where action is needed to support or promote respect for diversity. Evidence meets three criteria Describes the local or global situation. Identifies the root causes of the conflict. Identifies appropriate actions that could develop respect for diversity and lessen the conflict. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Participate in a school or community - based activity that promotes an understanding of diversity. Evidence meets one more criteria Documents your role/s as a participant in the event. Criteria Check <input type="checkbox"/>	★ Evaluate the impact of an event or initiative that supports and promotes respect for diversity. Evidence meets one more criteria Assesses the impact of the initiative or event in promoting an understanding of, and respect for, diversity. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this choice. This aspect goes beyond respect itself to evidence of supporting or promoting respect in, and for, others. Additional resources on diversity can be found in Section 8. 		



<h2>Portfolio Choice Planner</h2> <p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<h2>Community Involvement & Responsibility</h2> <p>Aspect 2.4</p> <p>Promote respect for diversity</p>
<p>Consider these course connections for creating portfolio evidence</p> <p>Planning 10 Social Studies 10 and 11 Comparative Civilizations 12 Law 12 Geography 12 History 12 BC First Nations Studies 12</p> <p>Potentially: all International Languages and Fine Arts courses</p>	<p>Criteria Met</p> <p>#1 Yes / No</p> <p>In grade _____</p> <p>#2 Yes / No</p> <p>In grade _____</p> <p>#3 Yes / No</p> <p>In grade _____</p> <p>#4 Yes / No</p> <p>In grade _____</p> <p>#5 Yes / No</p> <p>In grade _____</p>	<p>Feedback</p>
<p>Notes</p>		

Portfolio Choice Guide			Education & Career Planning	
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Aspect 3.2 Research education, career, and life information	
Portfolio Quality = Action + Reflection			Tips to help you create your evidence	
★ ★ ★ ★ ★ Gather information on life, career, education, and work options. Evidence meets three criteria Documents that several life, career, education, and work options have been explored. Documents that several labour market information sources, including Work Futures, have been explored. Documents a thorough self-assessment of skills, interests, and aptitudes. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Analyze possible post graduation life, career, work, and education options. Evidence meets one more criteria Identifies education and training requirements, the influence of parents, teachers, and friends, and the role of school and community participation on possible options. Criteria Check <input type="checkbox"/>	★ Evaluate the options according to the actions that would need to be taken. Evidence meets one more criteria Links skills, interests, and aptitudes to the options and evaluates options according to the actions required for each. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Additional resources on Education & Career Planning can be found in Section 8. Activities from Planning 10 will give you a good start on this aspect.

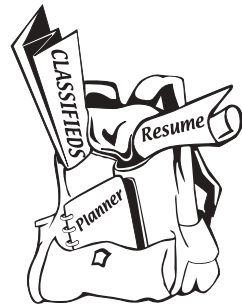


Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★		Education & Career Planning Aspect 3.2 Research education, career, and life information
Consider these course connections for creating portfolio evidence Planning 10	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

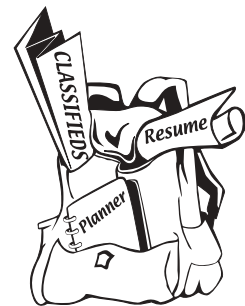
Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Education & Career Planning Aspect 3.3 Identify and demonstrate transferable education skills	
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ ★ ★ Identify and describe a range of transferable education skills. Evidence meets three criteria Defines both generic and hard skills. Identifies the transferable skills acquired in Grades 10-12 and the courses that supported each skill acquisition. Identifies the transferable skills acquired in school and community - based activities. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Use transferable skills in a workplace and/or community setting. Evidence meets one more criteria Documents application of transferable education skills in a workplace and/or community setting. Criteria Check <input type="checkbox"/>	★ Develop a plan for extending and applying transferable education skills. Evidence meets one more criteria Documents current transferable skills and identifies skills to be developed in support of future career and employment goals. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Additional resources on Education & Career Planning can be found in Section 8. Refer to Section 5, More Questions and Answers on Portfolio Organizers, for information on transferable education skills. Activities in Planning 10 will help you with this aspect.



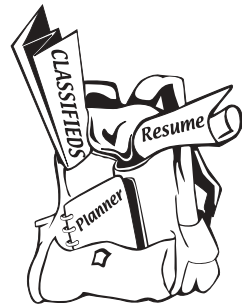
Section 3 | PORTFOLIO CHOICE

Portfolio Choice Planner		Education & Career Planning
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★		Aspect 3.3 Identify and demonstrate transferable education skills
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Choice Guide			Education & Career Planning	
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Aspect 3.4 Engage in focused and continuous learning	
Portfolio Quality = Action + Reflection			Tips to help you create your evidence	
★ ★ ★ ★ ★ Identify, design, and pursue a Focus Area. Evidence meets three criteria Identifies a chosen Focus area or areas and explains the rationale/s for the choice/s. Describes the Grade 11 & 12 courses that support learning in the chosen Focus Area/s. Describes school & community activities that support learning in the chosen Focus Area/s. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Identify post secondary & employment options related to the Focus Area. Evidence meets one more criteria Documents the investigation of two or more post-secondary programs and four or more employment options related to a chosen Focus Area. Criteria Check <input type="checkbox"/>	★ Assess the relevance of Focus Area course learning to future employment and/or learning needs. Evidence meets one more criteria Evaluates learning in Focus Area courses and, in recognition of rapid changes in society, analyzes why additional learning and/or training may be required to keep you current in occupations related to your Focus area 10 -15 years from now. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to Part 2 of The Portfolio Assessment and Focus Areas: A Program Guide, for detailed information on Focus Areas. Activities in Planning 10 will help you with this aspect.




Section 3 | PORTFOLIO CHOICE

Portfolio Choice Planner		Education & Career Planning
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Aspect 3.4 Engage in focused and continuous learning
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Employability Skills Aspect 4.2 Demonstrate fundamental skills			
Portfolio Quality = Action + Reflection					Tips to help you create your evidence		
★ ★ ★ Identify and describe fundamental employability skills. Evidence meets three criteria Identifies and describes the four fundamental employability skills. Demonstrates that you used each fundamental skill in a school, community, and/or workplace setting. Identifies a problem - solving model that could be applied to a school, home, workplace, or community -based problem. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		★ Design a plan to resolve a school, home, work, or community-based problem. Evidence meets one more criteria Uses a problem-solving model to identify a problem, assess its causes, define the steps to be taken, and apply the steps. Criteria Check <input type="checkbox"/>		★ Implement the plan and evaluate its effectiveness. Evidence meets one more criteria Documents the results of the applied model, evaluates its success, and describes how the model might need to be refined for future application in a personal, work, or education context. Criteria Check <input type="checkbox"/>		Mark / 5	<ul style="list-style-type: none"> • Refer to the course connections list for information about courses related to this aspect. • Refer to the Employability Skills resources in Section 8. • The Conference Board of Canada's Employability Skills 2000+ contains a detailed overview of fundamental skills.



Portfolio Choice Planner		Employability Skills
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Aspect 4.2 Demonstrate fundamental skills
Consider these course connections for creating portfolio evidence Planning 10 English Language Arts 10, 11 and 12 Technical and Professional Communications 12 Communications 11 and 12 Applications of Mathematics 10, 11, and 12 Essentials of Mathematics 10, 11, and 12 Principals of Mathematics 10, 11, and 12 Information Technology 10 Information Communication Technology 11 and 12 courses Technology Education 10, 11, and 12 Family Studies 11 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Employability Skills Aspect 4.3 Demonstrate personal management skills	
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ Identify and describe personal management skills. Evidence meets three criteria Identifies and describes five personal management skills. Demonstrates understanding of how each skill could be used in a school, community, or workplace environment. Identifies and describes some projects or activities that might help to develop your personal management skills. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Demonstrate personal management skills. Evidence meets one more criteria Documents your use of personal management skills in a school, community, or workplace project or activity and explains how your skills affected its outcomes. Criteria Check <input type="checkbox"/>	★ Develop a plan for extending your personal management skills. Evidence meets one more criteria Includes an assessment of your abilities in each of the five personal management skill areas and documents your plan to develop these skills further. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the Employability Skills resources in Section 8. The Conference Board of Canada's Employability Skills 2000+ contains a detailed overview of personal management skills. Activities in Planning 10 can help you with this aspect.





Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Employability Skills Aspect 4.3 Demonstrate personal management skills
Consider these course connections for creating portfolio evidence Planning 10 All courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Employability Skills Aspect 4.4 Demonstrate teamwork skills	
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ Demonstrate teamwork skills. Evidence meets three criteria Describes one of your group projects or activities that demonstrates teamwork skills and strategies. Identifies the specific teamwork skills required for working on the project or activity and identifies other school, community, or workplace situations where these skills would be important. Provides examples in which these skills played an important role in making the project or activity work. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Assess teamwork skills. Evidence meets one more criteria Includes a self-assessment of your role as a team member in completing a project or activity and of the teamwork skills that you need to develop further. Criteria Check <input type="checkbox"/>	★ Evaluate the impact of teamwork skills. Evidence meets one more criteria Evaluates the impact of teamwork skills and strategies on the group project or activity outcomes. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the Conference Board of Canada's Employability Skills 2000+ resource in Section 8. Teamwork skills and strategies include these things: staying on task; accommodating diverse ideas, thoughts, and opinions; resolving conflict; reaching consensus; completing tasks.





Section 3 | PORTFOLIO CHOICE


Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Employability Skills Aspect 4.4 Demonstrate teamwork skills
Consider these course connections for creating portfolio evidence Planning 10 Business 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		


Portfolio Choice Guide			Information Technology
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★			Aspect 5.2 Use the Internet to research information
Portfolio Quality = Action + Reflection			Tips to help you create your evidence
★★★★★ Apply Internet research skills to a specific activity. Evidence meets three criteria Demonstrates use of the Internet to research information. (For a specific school project/report, personal interest project, and/or community initiative/activity). Documents specific search techniques used to access relevant information. Applies technology skills to download and store relevant research information. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Demonstrate that the information incorporated into your activity or project is translated into your own words. Evidence meets one more criteria Demonstrates that the information is incorporated into the school, personal interest, or community activity or project without being plagiarized. Criteria Check <input type="checkbox"/>	★ Evaluate the use of technology as a research tool. Evidence meets one more criteria Evaluates the quality of relevant websites for ease of navigation, general user appeal, and quality and reliability of content. Criteria Check <input type="checkbox"/>	<ul style="list-style-type: none"> • This aspect is a good one to address in Grade 10. • The Internet is your gate - way to an incredibly immense information resource. • It is essential to learn how to use this resource without getting lost in it. • Your school or community librarian will be excellent sources of support for conducting Internet research. • It is also important to translate information into your own words. • All teachers want students to develop the skills to use researched information appropriately. <div style="text-align: center;">  </div>
			Mark <div style="text-align: center;">/ 5</div>


Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Information Technology Aspect 5.2 Use the Internet to research information
Consider these course connections for creating portfolio evidence Planning 10 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★★★★★				Information Technology Aspect 5.3 Use information technology to manage information			
Portfolio Quality = Action + Reflection					Tips to help you create your evidence		
★★★★★ Manage information using Word, Excel, Access, or other software applications. Evidence meets three criteria Identifies three kinds of software that you could use to manage information. Describes the unique features of each of the software options. Demonstrates skills in using one software application to manage information by creating a document. (For a school, community, or workplace project/activity.) Criteria Check <div style="display: flex; gap: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>		★ Identify the purpose/s behind choosing a specific software application to manage information. Evidence meets one more criteria Provides a rationale/s for using a specific software application to manage information for a specific project/activity. Criteria Check <div style="display: flex; gap: 10px;"> <input type="checkbox"/> </div>		★ Evaluate the effectiveness of the software application to manage information. Evidence meets one more criteria Demonstrates your use of a second software application to manage information for a specific purpose. Criteria Check <div style="display: flex; gap: 10px;"> <input type="checkbox"/> </div>		<div style="display: flex; flex-direction: column; align-items: center;"> <div> Mark / 5 </div> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;">  </div> </div>	


Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Information Technology Aspect 5.3 Use information technology to manage information
Consider these course connections for creating portfolio evidence Information Technology 10 Information Communication Technology 11 and 12 courses Business Computer Applications 11 Business Information Management 12 Accounting 11 and 12 Data Management 12 Technical and Professional Communications 12 Potentially, all courses	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Choice Guide			Information Technology
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Aspect 5.4 Use information technology to present information
Portfolio Quality = Action + Reflection			Tips to help you create your evidence
★ ★ ★ Create a purposeful presentation using computer technology. Evidence meets three criteria Documents the use of software to create a presentation for a specific school project/report, personal interest project, and/or community initiative. Explains why the choice of presentation software and format is appropriate for the content. Explains why the choice of presentation software and format is appropriate for the intended audience. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Deliver your purposeful presentation. Evidence meets one more criteria Includes documented response/s to your presentation format, content, and skills, from your audience. (classmates, teachers, community group) Criteria Check <input type="checkbox"/>	★ Evaluate the use of technology as a presentation tool. Evidence meets one more criteria Evaluates the impact of technology on your ability to communicate effectively with your intended audience. Criteria Check <input type="checkbox"/>	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this aspect. Think about projects that could incorporate a number of Information Technology aspects. If you have a strong interest in this area, you might develop Information Technology projects that also address aspects from the other Portfolio Organizers. <div style="text-align: center;">  </div>
Mark <div style="text-align: center;">/ 5</div>			

<h1>Portfolio Choice Planner</h1>		<h1>Information Technology</h1>									
<p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<p>Aspect 5.4</p> <p>Use information technology to present information</p>									
<p>Consider these course connections for creating portfolio evidence</p> <p>Information Technology 10 Information Communication Technology 11 and 12 courses Visual Arts 10, 11, and 12 courses Technical and Professional Communications 12</p> <p>Potentially, all courses</p>		<table border="1"> <thead> <tr> <th>Criteria Met</th> <th>Feedback</th> </tr> </thead> <tbody> <tr> <td> <p>#1 Yes / No</p> <p>In grade _____</p> </td> <td rowspan="5"></td> </tr> <tr> <td> <p>#2 Yes / No</p> <p>In grade _____</p> </td> </tr> <tr> <td> <p>#3 Yes / No</p> <p>In grade _____</p> </td> </tr> <tr> <td> <p>#4 Yes / No</p> <p>In grade _____</p> </td> </tr> <tr> <td> <p>#5 Yes / No</p> <p>In grade _____</p> </td> </tr> </tbody> </table>		Criteria Met	Feedback	<p>#1 Yes / No</p> <p>In grade _____</p>		<p>#2 Yes / No</p> <p>In grade _____</p>	<p>#3 Yes / No</p> <p>In grade _____</p>	<p>#4 Yes / No</p> <p>In grade _____</p>	<p>#5 Yes / No</p> <p>In grade _____</p>
Criteria Met	Feedback										
<p>#1 Yes / No</p> <p>In grade _____</p>											
<p>#2 Yes / No</p> <p>In grade _____</p>											
<p>#3 Yes / No</p> <p>In grade _____</p>											
<p>#4 Yes / No</p> <p>In grade _____</p>											
<p>#5 Yes / No</p> <p>In grade _____</p>											
<p>Notes</p>											

Portfolio Choice Guide			Personal Health	
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Aspect 6.2 Engage in physical activity beyond the 80 hours required in Portfolio Core	
Portfolio Quality = Action + Reflection			Tips to help you create your evidence	
★ ★ ★ Engage in 120 or more hours of physical activity. (40 more than Portfolio Core) Evidence meets three criteria Documents participation in one or more physical activities meeting moderate, vigorous, or adapted criteria. Documents physical activity participation for a minimum of 120 hours during Grade 11 and/or 12 Includes a Physical Activity Log clearly documenting the authenticity of the physical activity and demonstrating that it is spread out over Grade 11 and 12.	★ Engage in 160 or more hours of physical activity. (80 more than Portfolio Core) Evidence meets one more criteria Documents physical activity participation for a minimum of 160 hours spread out over Grade 11 and 12.	★ Plan for physical activities beyond Grade 12. (In addition to 160 hours of documented physical activity.) Evidence meets one more criteria Describes long-range plans for engaging in physical activities after Grade 12.	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this aspect. The 120 hours of physical activity occur after completion of Grade 10, in Grade 11 and/or 12. Physical activity refers to any leisure or non-leisure body movement that expends energy. It includes exercise, sports, dance, mobility training or physical therapy, extended brisk walking, swimming, or other body movements. Physical activity that counts as portfolio evidence must be either moderate or vigorous. Moderate physical activities increase the heart rate. Vigorous physical activities raise the heart rate and sustain the increase over time. Vigorous activities are aerobic in nature, enhancing heart and lung health. The moderate or vigorous requirement is adaptable to meet student special needs. Refer to the Physical Activity Log in Section 8. 	
Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Criteria Check <input type="checkbox"/>	Criteria Check <input type="checkbox"/>		

Section 3 | PORTFOLIO CHOICE

Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Personal Health Aspect 6.2 Engage in physical activity beyond the 80 hours required in Portfolio Core
Consider these course connections for creating portfolio evidence Dance 11, and 12 Physical Education 11 and 12	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★			Personal Health Aspect 6.3 Connect healthy eating to physical well-being	
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ Apply research skills to find information on a topic related to healthy eating. Evidence meets three criteria Organizes healthy eating information in written, oral, graphic, or electronic form. Demonstrates that several sources of information have been considered. Explains any biases found in the sources. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Analyze the importance of the healthy eating topic for youth today. Evidence meets one more criteria Considers the impact of the healthy eating topic on young people today. Criteria Check <input type="checkbox"/>	★ Evaluate the long-term significance of the healthy eating topic both for individuals and for society at large. Evidence meets one more criteria Interprets the long-term impact of the topic as it relates to the future health of young adults and the larger community. (city, province, Canada, the world) Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this aspect. Planning 10 outcomes have a strong connection with this aspect. Refer to Section 8 for more resources on Personal Health.



Portfolio Choice Planner

Name: _____

Date: _____

Teacher: _____

Mark: _____ / 5     

Personal Health

Aspect 6.3

Connect healthy eating to physical well-being

Consider these course connections for creating portfolio evidence

Planning 10
Science 10
Biology 11 and 12
Food Studies 10, 11, and 12
Cafeteria Training 11 and 12
Family Studies 10, 11 and 12
Physical Education 10, 11 and 12

Criteria Met

#1 Yes / No

In grade _____

#2 Yes / No

In grade _____

#3 Yes / No

In grade _____

#4 Yes / No

In grade _____

#5 Yes / No


In grade _____

Feedback



Portfolio Choice Guide Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Personal Health Aspect 6.4 Link emotional well-being to general health		
Portfolio Quality = Action + Reflection					Tips to help you create your evidence	
★ ★ ★ ★ ★ Apply research skills to find information on an emotional health topic. Evidence meets three criteria Presents the information in written, oral, graphic, or electronic form. Demonstrates that several sources of information have been considered. Explains any biases found in the sources. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Identify ways to reduce emotional stress on young adults. Evidence meets one more criteria Identifies concrete steps that could be taken to reduce emotional stress in young people. Criteria Check <input type="checkbox"/>	★ Analyze the impact of the emotional health or stress topic. Evidence meets one more criteria Analyzes the long-term impact of either the chosen emotional health topic or of prolonged stress on individuals, schools, and communities. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> Refer to the course connections list for information about courses related to this aspect. Planning 10 outcomes have a strong connection with this aspect. Refer to Section 8 for more resources on Personal Health. 		




<h2>Portfolio Choice Planner</h2> <p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p>Mark: _____ / 5 ★★★★★</p>		<h2>Personal Health</h2> <p>Aspect 6.4</p> <p>Link emotional well-being to general health</p>
<p>Consider these course connections for creating portfolio evidence</p> <p>Planning 10</p> <p>Family Studies 10, 11 and 12</p> <p>Physical Education 10, 11 and 12</p> <p>Human Services 11 and 12</p>	<p>Criteria Met</p> <p>#1 Yes / No</p> <p>In grade _____</p> <p>#2 Yes / No</p> <p>In grade _____</p> <p>#3 Yes / No</p> <p>In grade _____</p> <p>#4 Yes / No</p> <p>In grade _____</p> <p>#5 Yes / No</p> <p>In grade _____</p>	<p>Feedback</p>
<p>Notes</p>		

Portfolio Choice Guide				Personal Health
Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★				Aspect 6.5 Make health-enhancing decisions
Portfolio Quality = Action + Reflection				Tips to help you create your evidence
★ ★ ★ ★ ★ Demonstrate an understanding of how to apply a decision-making model to a health decision. Evidence meets three criteria Describes the steps in a decision-making model that could be applied to a health-related decision. Identifies five or more health-related topics that are important for young people today. Identifies the long-term health consequences related to the five or more topics. Criteria Check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	★ Apply a decision-making model. Evidence meets one more criteria Documents application of a decision-making model to one of the five health-related topics. Criteria Check <input type="checkbox"/>	★ Evaluate the effectiveness of the decision-making model. Evidence meets one more criteria Evaluates the decision-making process and identifies health decisions you might have to make as an adult, where the model could be applied. Criteria Check <input type="checkbox"/>	Mark / 5	<ul style="list-style-type: none"> • Refer to the course connections list for information about courses related to this aspect. • Planning 10 outcomes have a strong connection with this aspect. • Refer to Section 8 for more resources on Personal Health. • Section 8 includes a sample decision-making model. • When you evaluate a decision-making process, ask yourself these questions. How was the decision made? How was it executed? What was the result?



Section 3 | PORTFOLIO CHOICE

Portfolio Choice Planner Name: _____ Date: _____ Teacher: _____ Mark: _____ / 5 ★ ★ ★ ★ ★		Personal Health Aspect 6.5 Make health-enhancing decisions
Consider these course connections for creating portfolio evidence Planning 10 Family Studies 10, 11, and 12 Food Studies 10, 11 and 12 Physical Education 10, 11, and 12	Criteria Met #1 Yes / No In grade ____ #2 Yes / No In grade ____ #3 Yes / No In grade ____ #4 Yes / No In grade ____ #5 Yes / No In grade ____	Feedback
Notes		

Section 4: Creating Portfolio Evidence


Creating Portfolio Evidence

- How do students assemble portfolio evidence?
 - Planning 10 introduces students to the criteria and processes for gathering and creating portfolio evidence.
 - Students use the Portfolio Core Chart and Portfolio Core Guides and planners to help them create their evidence. See Section 2 of this program guide.
 - Planning 10 introduces students to sample ideas for creating evidence.
 - The **Portfolio Evidence Ideas** charts contained in this section are designed to help students brainstorm ideas for evidence. See pages 67 to 77 for examples.
 - Students can access more information about student evidence on the Ministry website.
- How do students assemble portfolio evidence that goes beyond the single aspects in Portfolio Core?
 - Students consider the options in Portfolio Choice.
 - Students use the Portfolio Choice Chart and Portfolio Choice Guides and planners to consider the possibilities. See Section 3 of this program guide.
 - Students can create evidence that addresses the criteria from more than one aspect.
 - Students can create evidence that addresses the aspect criteria from more than one Portfolio Organizer.
 - In exploring the mix of choices, students begin to understand that projects can address the criteria in several places of the Portfolio Choice Chart.
 - Students can decide whether they wish to tackle smaller or larger challenges to improve their marks in Portfolio Choice.

- How can teachers support students' thinking about portfolio evidence?
 - Teachers can use the mix of organizers and aspects to build specific portfolio-quality assignments and projects into their courses.
 - Teachers can encourage students to think in cross-curricular ways.
 - Teachers can encourage students to see the Graduation Portfolio framework as a way to integrate work and learning from a number of content areas.
 - Teachers can make students aware that they are authorizing teachers to evaluate evidence by including it in their portfolios.


Portfolio Evidence Ideas: Arts & Design

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Arts & Design 			
<ul style="list-style-type: none"> Here are some ideas for gathering and creating Arts & Design evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspect 1.1	Aspect 1.2	Aspect 1.3	Aspect 1.4
Respond to an art, performance, or design work:	Create, perform, or design an original work:	Analyze structural components in an art, performance, or design work:	Identify cultural, historical, or social contexts of an art, performance, or design work:
By selecting a piece of recorded music, identifying its mood, message, and emotions and describing its impact on you.	By designing a piece of furniture and then altering it in some way to make it more functional or visually pleasing.	By analyzing the components of a tool and then changing its design to make it function differently.	By analyzing the social, cultural, and historical contexts for an architectural work and critiquing the result.
By selecting an original sculpture, identifying its mood, message, and intent and describing its impact on you.	By creating a landscape painting and then altering it in some way to achieve a different effect or impact on your viewer/s.	By analyzing an abstract painting and then changing its elements, principles, and/or materials to create an abstract painting with a different effect.	By identifying the social, cultural, or historical influences that can be seen in the work of a chosen artist and then critiquing the messages.
By attending a theatre performance, identifying its mood, message, and intent and describing its impact on you.	By writing and performing an original song and then making changes to the lyrics or the sound mix to achieve a different effect on your audience.	By analyzing a dance performance and then changing its elements, principles, and/or materials to create a dance performance with a different effect.	By analyzing the social, cultural, and historical messages expressed through 'slam poetry' performance events and critiquing the messages.
By selecting a state-of-the-art mountain bike and giving your opinion about the effectiveness of the design of some functional part.	By designing costumes for a school or community theatre production and then altering the designs to achieve different effects in the performance.	By analyzing the graphic images in a computer animation and altering its elements, principles, and/or materials to create an animation with a different effect.	By analyzing the cultural, social, and historical influences leading to a design innovation such as an MP3 player and critiquing the result.


Portfolio Evidence Ideas: Community Involvement & Responsibility

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Community Involvement & Responsibility 			
<ul style="list-style-type: none"> Here are some ideas for gathering and creating Community Involvement & Responsibility evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspect 1.1 Participate co-operatively & respectfully in a service activity:	Aspect 2.2 Demonstrate positive interpersonal communication skills:	Aspect 2.3 Respond to human rights:	Aspect 2.4 Promote respect for diversity:
By volunteering with a community organization that provides services to street people.	By engaging in class projects and collaborative learning activities that demonstrate positive interpersonal communication skills.	By participating in a class project about the human rights of a person with disabilities.	By working with classmates to initiate an event to celebrate National Aboriginal Day.
By working with a recycling club to create a 'greener' school community.	By participating in a school workshop on positive interpersonal communication skills.	By participating in a school debate on HIV/AIDS and human rights.	By creating a school bulletin board that celebrates the school's cultural diversity.
By volunteering to help with earthquake preparedness workshops at the local community recreation centre.	By role-playing the impact of positive interpersonal communication skills in a tense situation.	By initiating a school-based activity that addresses United Nations Rights of the Child.	By scripting and presenting an anti-bullying drama presentation.
By mentoring an international student who has recently arrived in your school community.	By creating a video to demonstrate positive interpersonal communication skills for younger students.	By participating in a community-based activity that supports and promotes human rights.	By researching a local, national, or global situation where action is needed to respect diversity and lessen conflict.


Portfolio Evidence Ideas: Education & Career Planning

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Education & Career Planning <ul style="list-style-type: none"> Here are some ideas for gathering and creating Education & Career Planning evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspect 3.1 Complete a graduation transition plan:	Aspect 3.2 Research education, career, and life information:	Aspect 3.3 Demonstrate transferable education skills:	Aspect 3.4 Engage in focused and continuous learning:
By designing a computer-generated flow chart that illustrates your graduation transition plan.	By researching websites, including Work Futures, for information on career and education options.	By writing a job application letter that relates the transferable education skills you have gained from school courses to the position applied for.	By taking courses related to your chosen Focus Area/s.
By creating a CD containing all of the elements in your graduation transition plan.	By maintaining a paper file of articles, brochures and web pages on education, occupation and career information that relates to your interests and goals.	By making a diagram showing the transferable education skills acquired in Drafting and Design and Carpentry and Joinery courses and describing how they were used in settings outside of school.	By interviewing someone employed in a job related to your chosen Focus Area/s to find out how things are likely to change in the occupation over the next 10-15 years.
By writing a report covering all of the topic areas in a graduation transition plan.	By creating a poster about the education, life, and work options that you have explored.	By producing a video showing transferable education skills being used in a community or workplace setting.	By presenting an oral report on post-secondary and employment options related to the Tourism, Hospitality, and Foods Focus Area.
By creating a PowerPoint presentation on your graduation transition plan.	By participating in a forum on 'jobs in the skilled trades' in an education and career fair.	By creating a flow chart or other graphic representation of the 'generic' and 'hard' skills that you possess right now.	By including work experience evaluations, from a job site, related to your chosen Focus Area/s.


Portfolio Evidence Ideas: Employability Skills

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Employability Skills <ul style="list-style-type: none"> Here are some ideas for gathering and creating Employability Skills evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspect 4.1 Complete 30 hours of work or volunteer experience:	Aspect 4.2 Demonstrate fundamental skills:	Aspect 4.3 Demonstrate personal management skills:	Aspect 4.4 Demonstrate teamwork skills:
By volunteering for 30 hours of community service at a First Nations Friendship Centre.	By exploring how communication skills contributed to your success in a science project.	By analyzing shop safety rules and guidelines and describing how you followed them in woodworking classes.	By maintaining a journal that notes the role of teamwork skills in your job at a local restaurant.
By completing a 4-credit work experience course at a business worksite.	By describing how fundamental employability skills were used in a community activity or workplace project.	By documenting the use of personal management skills while working as a youth assistant with a Boys & Girls Club.	By creating a PowerPoint presentation on the role of teamwork skills while participating on a community project.
By working with a plumber as part of a Secondary School Apprenticeship program.	By assembling an annotated photo display demonstrating how fundamental skills were used in a school, community, or workplace project.	By writing a report for a school Peer Counseling course about working with other students to help them improve their personal management skills.	By creating a photographic record of the role of teamwork skills in creating a school musical theatre production.
By completing 30 hours of a school-arranged work placement.	By creating a poster demonstrating the links between your fundamental skills and your readiness for employment.	By assembling an annotated photo display showing the use of employability skills while working as a junior counselor at a summer camp for pre-teens.	By maintaining a journal that notes the role of teamwork skills while participating on a school or community sports team.


Portfolio Evidence Ideas: Information Technology

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Information Technology <ul style="list-style-type: none"> Here are some ideas for gathering and creating Information Technology evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspect 5.1 Use information technology skills:	Aspect 5.2 Use the Internet to research information:	Aspect 5.3 Use information technology to manage information:	Aspect 5.4 Use information technology to present information:
By creating a learning log to track both your computer use and the basic computer skills that you are demonstrating as you work through a specific course or community-based project or activity.	By using computerized library catalogues and the Internet to conduct research on post-secondary education and/or training programs in Planning 10.	By completing a report for BC First Nations 12, using word-processing and spreadsheet software to organize and manage the flow of information.	By creating a PowerPoint presentation to outline a literary essay that you are writing in English Language Arts 12.
By serving as a peer tutor to guide another student in basic computer use and tracking your interaction with that student.	By participating in a school or public library orientation that introduces you to the Internet and to specific Internet research skills.	By using word-processing software to create a journal that showcases your writing and other creative talents.	By creating animations that can be used to illustrate concepts in a school or personal website.
By using basic word-processing skills to create your resume, letters of application, and other information that you would use in a job search or for applying to post-secondary education & training programs.	By comparing several websites containing information on the same topic and evaluating the accuracy and reliability of the information in each site.	By using desk-top publishing skills to create a publication such as a 'how to' manual, or a business plan, or a marketing campaign for a business class.	By designing a unique e-portfolio as the container for your Graduation Portfolio evidence.
By coaching a family or community member in the use of basic computer functions and tracking your interaction.	By comparing the structure of several websites containing information on the same topic and evaluating their usefulness for a research project.	By contributing to the design and production of a school annual in either print or digital format.	By designing a website for a community service organization that depends on volunteer support to accomplish its service goals.

Portfolio Evidence Ideas: Personal Health

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Personal Health <ul style="list-style-type: none"> Here are some ideas for gathering and creating Personal Health evidence. There are many other things that you can do. Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3) Remember that portfolio-quality work can be produced in related courses. 			
Aspects 6.1 + 6.2 Engage in 80 hours, or more, of moderate or intense physical activity:	Aspect 6.3 Connect healthy eating to physical well – being:	Aspect 6.4 Link emotional well - being to general health:	Aspect 6.5 Make health -enhancing decisions:
By taking courses such as Physical Education or Dance 11 and 12.	By comparing and contrasting the claims and underlying biases of different diets such as vegetarian, high protein, and low fat.	By researching the connection/s between moderate and vigorous physical activity and emotional well-being.	By deciding to modify your diet to eliminate junk food.
By playing on a school or community team such as soccer, softball, volleyball, or rugby or by engaging in an individual sport such as squash, racquetball, or cycling.	By completing a food safety certificate that enables you to work in the food industry.	By Implementing a personal stress management plan and evaluating its impact on general health.	By deciding to organize a school – based smoking prevention and/or cessation project or activity.
By engaging in a recreational activity such as aerobics, martial arts, or mountain climbing.	By preparing healthy foods from a different culture and analyzing the health benefits of the dietary choices.	By finding out about local mental health resources in your community including information that you could share with peers.	By deciding to volunteer with a youth group promoting safe recreational choices for teenagers.
By engaging in adapted physical activities such as wheeling or physiotherapy.	By promoting the availability of healthy food options in school vending machines and cafeterias.	By researching information about substance abuse in young adults and evaluating its long-term impact on emotional well -being.	By deciding to focus on drinking and driving issues by contributing to a “dry grad” promotional activity.

Section 5: More Questions and Answers about Portfolio Organizers

This section provides some additional information about each Portfolio Organizer. It defines terms and further explains the expectations for each organizer. This section is intended to help teachers and students to better understand the language used in portfolio charts, guides, and planners.

Arts & Design

What is artistic expression?

- Artistic expression is the ability to perceive, respond to, and create artwork that expresses specific messages, ideas, or feelings.
- Artistic expression is an original or unique way to communicate these elements.
- People who are able to express themselves artistically do the following:
 - Perceive (see, hear, feel) the message, idea, or feelings in an art work
 - Respond or react to the message, idea, or feelings in an art work
 - Create (make, present or perform) an artwork intended as a meaningful expression of personal thoughts, images, and feelings as well as inspiration to the viewer or listener to have thoughts or feelings about the artwork



What is expression through design?

- Design is creative problem solving that begins with a specific human need and results in a product or solution that addresses that need.
- The design process can take many forms, from sketches to computer imaging.
- It merges creative problem solving with technical skill.

- Appreciation for effective design assists students to create effective products and to become more critical consumers.

What is an art or performance work?

- An art or performance work could be generated through Dance, Drama, Theatre, Music, Visual Arts, Creative Writing, and Multi-media.
- One characteristic of art and performance is that creative people are continually exploring innovative ways to be expressive.
- These innovations often connect a number of artistic approaches.
- An art or performance work might also be an adaptation or a refinement of an existing piece.

What is a design?

- A design product communicates ideas and constructs real solutions to real-world problems.
- A design product intentionally organizes ideas and processes to meet certain aesthetic and functional needs.
- In a design process, form and function are resolved.
- Fashion, theatre set, graphic, interior, costume, landscape, architectural, furniture, and metalwork designs are examples of design products.
- A design work could also be an adaptation of an existing design solution.

What are design areas?

- Design areas include graphic design, interior design, fashion and textile design, landscape design, architectural design, drafting, metalwork, carpentry, and industrial design.
- Something original evolves from the design.

What is a creative process?

- A creative process is an ongoing and circular process of exploration, selection, combination, refinement, and reflection to create, perform, or compose an arts piece.

(Adapted from BC Ministry of Education, Dance 8-10, 1995.)

What is a design process?

- A design process involves four phases: problem identification, investigation and research, creation of prototypes, and evaluation/testing of the product.

What is the Arts & Design general standard?

- Students provide evidence that they can perceive, create, and evaluate the effectiveness of the expressive qualities of an art, performance, or design work.
- Expressive qualities can be found in the elements, principles, forms, materials, and contexts of an art, performance, or design work.

What are the aspect standards?

- Respond to an art, performance, or design work. (Core 1.1)
 - Students demonstrate understanding of ways in which artists, performers, or designers communicate thoughts, images, feelings, and solutions through their work.
 - Students respond to the effectiveness of the communication or the design.
- Create/perform or resolve/design an original work. (Choice 1.2)
 - Students either create/perform an expressive work conveying an intended mood and message or develop a design with a specific form and function.
 - Students explore ways to transform either the expressive work or the design.
- Analyze the structural components in an art, performance, or design work. (Choice 1.3)
 - Students demonstrate understanding of ways in which elements, principles, and materials, processes, and skills are used to create mood and message or form and function.
 - Students demonstrate understanding of how these features can be altered to achieve a different effect.

- Explore the cultural, historical, or social context of an art, performance, or design work. (Choice 1.4)
 - Students demonstrate an understanding of ways in which an art, performance, or design work communicates historical, cultural, and/or social messages.
 - Students demonstrate understanding of ways in which an art, performance, or design work responds to historical, cultural, and/or social messages.

Community Involvement & Responsibility

What is Community Involvement & Responsibility?

- Community involvement and responsibility refers to participation in school and/or community service activities, positive interpersonal communication, respect for the ideas and beliefs of others, and community-mindedness.
- Students who actively participate in their communities often demonstrate ‘community-mindedness’ in their responses to school, local, national, and/or global issues and events.



What is the Community Involvement & Responsibility general standard?

- Students provide evidence of participation in school and/or community activities that involve working cooperatively and respectfully with others.
- Students provide evidence that they have contributed to school and/or community activities that promote an understanding of, or respect for, human rights and diversity.
- Students provide evidence that they understand the meaning of a service orientation.

What are the aspect standards?

- Participate cooperatively and respectfully in a service activity. (Core 2.1)
 - Students provide evidence of participation in a service activity or event within the school and/or community.
 - Students describe the impact of their participation.
- Demonstrate positive interpersonal communication skills. (Choice 2.2)
 - Students provide evidence that they have knowledge about and have used positive and effective interpersonal communication skills.

- Students provide evidence that they understand how the use of positive and effective interpersonal skills impacts the quality of personal, peer, and workplace relationships.
- Respond to human rights. (Choice 2.3)
 - Students provide evidence that they have knowledge about human rights issues and have participated in school and/or community activities that support or promote human rights.
 - Students provide evidence that they can evaluate the impact of their participation.
- Promote respect for diversity. (Choice 2.4)
 - Students provide evidence that they can demonstrate ‘community-mindedness’ in response to a local, regional, national, or global issue.
 - Students provide evidence that they have knowledge about and understanding of diversity and that they have participated in school and/or community activities that support or promote diversity.
 - Students provide evidence that they can evaluate the impact of their participation.

Education & Career Planning

What is Education & Career Planning?

- Education and career planning refers to the activities that students engage in and the skills that they develop to help them achieve these objectives:
 - Research and understand career information
 - Understand current and future education options and opportunities
 - Establish education, career, and personal goals
 - Identify and apply transferable skills
 - Plan for transition to the workplace and/or post-secondary education & training
- Developing these skills prepares students to participate in continuous learning, apply transferable skills, and make any number of life and work transitions.



What is the Education & Career Planning general standard?

- Students provide evidence that they can access education, life, work, and career information, apply skills and knowledge in settings outside of school, and make plans for education, life, and work after leaving secondary school.

What are the aspect standards?

- Complete a graduation transition plan. (Core 2.1)
 - Students provide evidence that they have completed a current plan for making the transition to post-secondary education and/or the workplace.
 - Students evaluate their transition plan to prepare for potential challenges and opportunities that might require revisions to the plan.

- Research education, career, & life information. (Choice 2.2)
 - Students demonstrate research skills as they explore education, life, and work/career options.
 - Students explore their personal options and evaluate them in terms of the actions required to reach their goals.
- Demonstrate transferable education skills. (Choice 2.3)
 - Transferable education skills are learned in the classroom but applied or transferred to a community or workplace setting.
 - These may be generic skills such as teamwork, problem solving, and information management.
 - They may be hard skills such as video production, web site design, and carpentry.
 - Students document their ability to identify and apply transferable education skills.
 - Students evaluate their effectiveness in applying these skills in a workplace or community setting.
- Engage in focused and continuous learning. (Choice 2.4)
 - Students provide evidence that they have chosen and designed a Focus Area, taken related courses, and identified related post secondary and employment options.
 - Students evaluate the relevance of Focus Area courses to employment and/or learning goals.

Employability Skills

What are Employability Skills?

- Employability Skills are generic skills that all students need to make successful transitions into the workplace.
- The Conference Board of Canada organizes these skills into three categories:
 - Fundamental skills
 - Personal management skills
 - Teamwork skills



What are fundamental skills?

- Fundamental skills form the basis for further skills development.
- They include communication skills, managing information, using numbers, and problem-solving.

What are personal management skills?

- Personal management skills describe positive attitudes and behaviours that determine student potential for growth.
- They include evidence of responsibility, adaptability, continuous learning, and working safely.

What are teamwork skills?

- Teamwork skills are required for students to contribute productively in any environment.
- These skills include working with others and participating in projects and tasks.

What is the Employability Skills general standard?

- Students provide evidence that they can identify the various employability skills, apply these skills in school, workplace, and community environments, and evaluate their use of these skills.

What are the aspect standards?

- Complete 30 hours of work or volunteer experience. (Core 3.1)
 - Students provide evidence of participation in 30 hours of work or volunteer experience in the community.
 - Students provide evidence that they demonstrated employability skills.
 - Students evaluate the work or volunteer experience and use knowledge gained to plan future education and career options.
- Demonstrate fundamental skills. (Choice 3.2)
 - Students provide evidence that they can both identify and demonstrate fundamental skills.
 - These skills are effective communication, information management, using numbers, and problem-solving.
 - Students evaluate the effectiveness of their problem - solving and other fundamental skills.
- Demonstrate personal management skills. (Choice 3.3)
 - Students provide evidence that they can both identify and demonstrate personal management skills.
 - These skills include accepting responsibility, demonstrating adaptability, learning continuously, and working safely.
 - Students evaluate the effectiveness of their personal management skills.

- Demonstrate teamwork skills. (Choice 3.4)
 - Students provide evidence that they can both identify and demonstrate teamwork skills.
 - Students provide evidence of working with others and participating in projects and tasks as a member of a team.
 - Students evaluate the impact of their teamwork skills on project and task outcomes.

Information Technology

What is information technology?

- Information technology is computer-based technology such as computer hardware, computer software, and other digital technology that plugs into computers or computer-based systems.
- Information technology skills include the ability to find, gather, process, communicate, manipulate, and assess data using computer technology.
- Developing these skills helps students to learn and work effectively in an information-rich technological society.



What is the Information Technology general standard?

- Students provide evidence that they have knowledge and skills in using common computer functions.
- Students demonstrate that they have the knowledge and skills to collect, organize, and present information using computer technology.
- Students evaluate the effectiveness of using computer technology as a tool to achieve a variety of goals.

What are the aspect standards?

- Use Information Technology skills. (Core 5.1)
 - Students provide evidence that they have knowledge and skills in using common computer functions.
 - Students evaluate the effectiveness of using computer technology as a learning tool.
- Use the Internet to research information. (Choice 5.2)
 - Students provide evidence that they can apply knowledge and skills in using common computer functions to collect, gather, and evaluate information.
 - Students evaluate the effectiveness of using computer technology as an information gathering/research tool.
- Use information technology to manage information. (Choice 5.3)

- Students provide evidence that they can apply knowledge and skills in using common computer functions to organize and manage information.
- Students evaluate the effectiveness of using computer technology as a management tool.
- Use information technology to present information. (Choice 5.4)
 - Students provide evidence that they can apply knowledge and skills in using computer functions to present and share information.
 - Students evaluate the effectiveness of using computer technology as a presentation tool.

Personal Health

What is Personal Health?

- Personal health refers to the state of being physically and emotionally healthy.
- Physical and emotional health includes taking personal responsibility for making health-enhancing decisions related to exercise, healthy eating, leisure, relationships, stress, and management of health risks.



What is physical activity?

- Physical activity refers to any leisure or non-leisure body movement that expends energy.
- Physical activity includes exercise, sports, dance, mobility training or physical therapy, extended brisk walking, swimming, or other body movements.
- For portfolio documentation, physical activity should be moderate or vigorous.
- Moderate activities increase heart rate. (Extended walking, skateboarding, or bicycle riding)
- Vigorous activities result in increased breathing rate and maintain the increase over time. (Jogging, aerobic dancing, weight training, soccer, basketball, or canoe paddling).
- Vigorous activities are aerobic in nature.
- Physical activity may be adapted to meet the special needs of students.

What is healthy eating?

- Healthy eating provides the energy and nutrients essential to feeling and performing well.
- It involves choosing the amounts and kinds of food, from Canada's Guide to Healthy Eating, that fuel and nourish the body and maintain healthy body weight.
- It includes knowledge about a range of food-related topics: farming, processing, packaging, marketing, shopping, storing, and preparing food.

What is emotional well-being?

- Emotional well-being is the ability to express thoughts and feelings in a responsible manner, to develop and maintain positive interpersonal relationships, to give and receive support, and to communicate positively with others.

What are health-enhancing decisions?

- Health-enhancing decisions are actions taken in which a decision-making model is applied consciously to enhance either physical or emotional health.
- A decision can proactively maintain health such as deciding to avoid smoking.
- A decision can improve both short and long term health such as deciding to manage stress.
- Health-enhancing decisions include ones about sexual health and risk-taking behaviours.

What is the Personal Health general standard?

- Students provide evidence of competencies in the areas of physical activity, healthy eating, and emotional well-being.
- They provide evidence that they can make informed health-enhancing decisions.

What are the aspect standards?

- Complete 80 hours of physical activity. (Core 6.1)
 - All students must take Physical Education 10.
 - Students provide evidence that they have participated in physical activity during Grade 11 and 12.
 - Students evaluate the personal health impact of doing so.
- Engage in up to 160 hours of physical activity. (Choice 6.2)
 - Students provide evidence that they have engaged in up to 160 hours of moderate or vigorous physical activity in Grade 11 and 12.

- Students evaluate the impact of physical activity on personal health and well-being and future lifestyle choices.
- Connect healthy-eating to physical well-being. (Choice 6.3)
 - Students provide evidence of knowledge about healthy eating practices.
 - Students provide evidence that they understand the impact of healthy eating issues on personal health.
- Link emotional well-being to general health. (Choice 6.4)
 - Students provide evidence that they can analyze the factors and skills contributing to positive emotional health.
 - Students provide evidence that they understand the impact of emotional health issues on schools and communities.
 - Students demonstrate the ability to access information to provide support for someone dealing with emotional health issues.
- Make health-enhancing decisions. (Choice 6.5)
 - Students provide evidence that they can apply a decision-making model to one or more decisions about personal health.
 - Students evaluate the effectiveness of the model in supporting decision-making.

Section 6: Portfolio Presentation

What should students know about Portfolio Presentation?

- Students must complete a Portfolio Presentation to graduate.
- The presentation is worth up to 20% of the Graduation Portfolio mark.
- The presentation is the final portfolio event, occurring in Grade 12, most likely in April or May.
- Students choose their most prized evidence on which to base their presentations. Students do not present three years' worth of evidence.
- Students are encouraged to view this selection process as an opportunity for self-assessment and for reflection on the meaning of their choices.
- Portfolio Presentation events encourage parents and community members to participate in the portfolio process.
- Guests are encouraged to provide feedback to students, but they are not responsible for evaluating presentations. Teachers evaluate Portfolio Presentations.
- Students use the Portfolio Presentation Guide and Planner to think about their chosen evidence and what it represents.

What criteria are used to evaluate Portfolio Presentations?

- There are five generic criteria for evaluating Portfolio Presentations:
 - Demonstrates thoughtful selection of portfolio evidence
 - Demonstrates effort, initiative, and commitment.
 - Demonstrates meaningful reflection on portfolio evidence.
 - Demonstrates meaningful reflection on the portfolio process and learning.
 - Demonstrates meaningful reflection on the Graduation Portfolio experience and how it might affect future life choices.

- Students can earn up to 20 marks for their presentations. Criteria are evaluated on a 4 point scale:
 - Developing 1 mark
 - Competent 2 marks
 - Good 3 marks
 - Strong 4 marks
- Teachers use the Portfolio Presentation Guide to evaluate presentations.

Presentation Formats

Schools decide which presentation formats will be used by students. Ideally, students should have an opportunity to choose a comfortable format. The options will depend on school size, numbers of students whose presentations must be accommodated, and the portfolio implementation model chosen by the school. Schools with experience in implementing Graduation Portfolios have identified several possible formats:

- A Career Fair/Science Fair model: Students set up Portfolio Presentation stations. Teachers, parents, and community guests serve as a roving audience for presentations. Students collect guest feedback for sharing with a teacher responsible for the final presentation evaluation.
- A collective interview process: Staff meet with students individually or in small groups to hear presentations. In some schools, all staff are involved in the process. In others, teacher portfolio mentors assume responsibility for evaluating presentations.
- A group performance event: Students present a mixture of group performance and individual commentaries about how the event showcases each student's portfolio achievements.
- A portfolio panel: Students are responsible for arranging the time and choosing panel members, including at least one teacher. Many schools see this model as a meaningful way to involve the community in celebrating the accomplishments of students and building positive school/community relationships.
- A cultural approach: Students celebrate their portfolio achievements by embedding their presentations into an honoured tradition such as a First Nations Circle.
- An electronic/multi-media approach: Students make a multi-media presentation or create a personal website as the vehicle for the culminating event. These approaches have the unique capability of extending the reach of student presentations beyond an immediate audience.
- A conversation: A presentation could be as simple as a conversation between a student and a trusted teacher who guides the student through the presentation process.

Portfolio Presentation Guide

Name: _____

Date: _____

Teacher: _____

Mark: _____ / 20

Portfolio Quality = Action + Reflection

My Portfolio Presentation:

★ Criteria 1	Developing	Competent	Good	Strong	
Demonstrates thoughtful selection of portfolio evidence.	1	2	3	4	/ 4
★ Criteria 2	Developing	Competent	Good	Strong	
Demonstrates effort, initiative, and commitment.	1	2	3	4	/ 4
★ Criteria 3	Developing	Competent	Good	Strong	
Demonstrates meaningful reflection on portfolio evidence.	1	2	3	4	/ 4
★ Criteria 4	Developing	Competent	Good	Strong	
Demonstrates meaningful reflection on the portfolio process and learning.	1	2	3	4	/ 4
★ Criteria 5	Developing	Competent	Good	Strong	
Demonstrates meaningful reflection on the Graduation Portfolio experience and how it might affect future life choices.	1	2	3	4	/ 4

Teacher Comments

(Adapted from BC, Ministry of Education, English Language Arts 11 and 12 IRP, 1996)

Portfolio Presentation Planner		
Name: _____ Date: _____ Teacher: _____		
Portfolio Quality = Action + Reflection		
My Portfolio Presentation:	Use these questions to plan your Portfolio Presentation.	Criteria Met
★ Criteria 1 Demonstrates thoughtful selection of portfolio evidence.	What is there about my evidence that I am most proud of? How does my evidence show who I am? Have I chosen evidence that I am comfortable sharing?	#1 Yes / No
★ Criteria 2 Demonstrates effort, initiative, and commitment.	How much time and energy have I put into preparing for my presentation? How do I feel about my presentation format? How much have I practiced? What kind of feedback from peers, parents, and teachers have I incorporated into my presentation?	#2 Yes / No
★ Criteria 3 Demonstrates meaningful reflection on portfolio evidence.	What are the personal connections that my evidence represents? How can I explain the reasons for my choices? What do I want to communicate in my presentation? How do I want my audience to respond to my presentation?	#3 Yes / No
★ Criteria 4 Demonstrates meaningful reflection on the portfolio process and learning.	What have I learned from completing my Graduation Portfolio? How can I describe my learning in my own words? What does my portfolio mean to me?	#4 Yes / No
★ Criteria 5 Demonstrates meaningful reflection on the Graduation Portfolio experience and how it might affect future life choices.	How will my Graduation Portfolio learning help me make choices about employment, career and life choices, and post-secondary education and training? How can I continue to build on the Portfolio concept after grade 12?	#5 Yes / No
Notes 		

Section 7: Portfolio Assessment

The criteria for evaluation of student evidence throughout Graduation Portfolio are designed to support inclusion, creativity, flexibility, and student success. Completion of the two mandatory components, core and presentation, ensures that all students are able to achieve a minimum provincial standard in Graduation Portfolio. The per cent balance between Portfolio Core, Portfolio Choice, and Portfolio Presentation, 30%, up to 50%, and up to 20%, enables students to set individual targets for achieving portfolio-quality goals. Just as adaptations can be made to support students in courses, appropriate adaptations can be made in Portfolio Assessment to meet students' special needs.

Portfolio Core

- Portfolio Core is the prescriptive component of Graduation Portfolio, ensuring that all students in British Columbia meet the same standards.
 - Portfolio Core evidence is evaluated as either complete or incomplete. Students are assigned full marks when they have addressed all aspect criteria. (5 marks per aspect; 30 marks in total)
 - There are no part marks for Portfolio Core aspects. The only two possibilities are 0 out of 5 and 5 out of 5.
 - Students must complete the 30 marks for Portfolio Core in order to graduate.
 - Evaluating Portfolio Core evidence as either incomplete or complete:
 - Simplifies and clarifies the introductory portfolio component for both students and teachers.
 - Streamlines the evaluation process for teachers who use Portfolio Core Guide checklists to record marks for completion.

- Ensures that all students have a solid 30% foundation upon which to build success in the Portfolio Choice and Portfolio Presentation components.

Portfolio Choice

- Portfolio Choice is the flexible component in Graduation Portfolio, enabling teachers to adapt the mix of student choices and students to pursue their interests and decide how much additional evidence they wish to include in their portfolios.
 - Students choose the aspects and aspect criteria that they want to address.
 - Students submit enough Portfolio Choice evidence to ensure that they will receive credit for Graduation Portfolio.
 - To be cautious, students should attempt at least some of the aspects in Portfolio Choice to ensure that they earn a passing grade.
 - Marks are assigned according to the number of aspect criteria met, to a maximum of 50 marks for choice evidence over all.
 - Teachers use the Portfolio Choice Guides to assign marks according to the number of criteria met. (Two criteria = 2 marks. Four criteria = 4 marks.)
 - Teachers can vary their assessment practice for Portfolio Choice evaluation as long as the result translates into one mark for each criteria met. (To a maximum of 50 marks.)
- To meet Portfolio Choice criteria, students apply, analyze, problem-solve, create, evaluate, and synthesize.

Portfolio Presentation

- The Portfolio Presentation is a mandatory event, but there is flexibility in how teachers evaluate presentations.
 - A Portfolio Presentation Guide contains a sample rubric with five generic criteria worth up to 4 marks apiece. Teachers may adapt the rubric to meet school or student needs or circumstances.

- Since both Portfolio Core and Portfolio Choice evidence have already been evaluated, the intent of presentation evaluation is to assess the quality of the reflection and presentation rather than specific pieces of evidence.
- Teachers evaluate presentations.
- Community and/or family members can participate in presentation events and give students valuable feedback, but they cannot be responsible for final evaluation of presentations.

Points to remember about evaluating portfolios

- The fact that Graduation Portfolio is a mandatory 4 credits means that the final mark submitted to the Ministry must be a %.
- The Graduation Portfolio mark contributes to a student's GPA and is the sole basis upon which Grade 12 students earn their Passport to Education awards.
- Students need 50% to earn 4 credits for Graduation Portfolio.
- A perfect score on Portfolio Core and Portfolio Presentation meets the 50% requirement. Students must complete both of these components regardless of how much Choice evidence they submit. Students should be counseled to include enough choice evidence to ensure that they will meet the 50% minimal standard.
- A Graduation Portfolio Marks Template for tracking the evaluation of student evidence throughout grades 10 –12 is included in Section 8 of this program guide.

Section 8: Portfolio Resources

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Art and Design

Responding to Art Worksheet

1. First Impressions

What are your first thoughts about the work? List the first words that come to mind.

2. Description

List the words and phrases that describe what you see or hear as if you were making an inventory list. Do not give your personal opinions at this stage.

3. Analysis

What has (have) the artist(s) done to achieve the effects you described above? How have the various elements and principles been used? Use vocabulary that relates to this art form.

4. Background Information

What have you discovered about the work and the artist(s) involved in its creation or performance? If you have been involved in research for this project, attach research information to this form.

5. Informed Judgment

Review your first impressions and support your initial opinions of the work based on your analysis and interpretation. If you have changed your mind since your first impressions, record and support your new opinion. Consider the context of the artwork (its time period, place of origin, purpose, and cultural meaning) as part of your conclusion.

Adapted From: BC Ministry of Education, Fine Arts 11, 1995

Arts & Design

Elements & Principles: Arts & Design

Dance, Drama, Music, Visual Arts, and Design

- Dance
 - Elements of movement: body, space, time, dynamics, and relationship
 - Principles: pattern, repetition, contrast, transformation, and narrative
- Drama
 - Elements of drama: focus, tension, contrast, and symbol
- Music
 - Expressive elements: rhythm, tempo, melody, harmony/texture, dynamics, timbre, and articulation
 - Principles of form: repetition, contrast, and pattern
- Visual Arts
 - Visual elements: line, shape, colour, texture, value, tone, form and space
 - Principles of design: pattern/repetition, rhythm, contrast, balance, emphasis, movement, and unity/harmony
 - Image development strategies: simplification, elaboration, magnification, exaggeration, distortion, point of view, fragmentation, multiplication, juxtaposition, and metamorphosis

(BC, Ministry of Education, Fine Arts 11 IRP, 1995)

- Design
 - Design elements: line, shape, shade, colour, texture, form, space, value, tone
 - Design principles: balance, contrast, emphasis, harmony, perspective, proportion, rhythm, unity, variety, pattern, movement

(BC Ministry of Education, Technology Education 11 and 12: Drafting and Design, 2001)

Community Involvement and Responsibility

Additional Resources on Human Rights

- The British Columbia Human Rights Code (1969, 1973, 1984, 1997)
 - “The BC Human Rights Code identifies 13 protected grounds under legislation. People are protected by virtue of their race, colour, ancestry, place or origin, political belief, religion, marital status, family, physical or mental disability, sex, sexual orientation, age (applied to persons 19-64 years of age), and unrelated criminal or summary convictions.
 - More information on the BC Human Rights Code can be found at:
<http://www.bchrt.bc.ca>

(BC Ministry of Education, Diversity in BC Schools: A Framework, 2001)

- Canadian Human Rights Act (1976-77, 1985)
 - More information on the Canadian Human Rights Act can be found at:
<http://canada.justice.gc.ca/en/>
- Canadian Charter of Rights and Freedoms
 - More information on the Canadian Charter of Rights and Freedoms can be found at:
<http://laws.justice.gc.ca/en/charter>
- United Nations: Office of the High Commissioner for Human Rights
 - More information on the United Nations: Office of the High Commissioner for Human Rights can be found at:
<http://www.unhchr.ch>
- United Nations website contains Cyber Schoolbus and other resources related to human rights and diversity: <http://www.un.org>

Education and Career Planning

Focus Areas Information Sheet

What is the intent of Focus Areas in the new Graduation Program?

- Focus Areas will help students do these things:
 - Explore a wide range of work options in Planning 10.
 - Explore a wide range of education and training options in Planning 10.
 - Think about and organize the courses to be taken in Grade 11 and 12.
 - Research specific programs offered at BC post-secondary institutions.
- Students can make a transition to the workplace, industry/technical training, college programs, or university from each of the Focus Areas.

What are the Focus Areas?

- Eight Focus Areas are based on commonly available courses and programs at many secondary schools and on programs available at BC post-secondary institutions.
- There are 8 Focus Areas:
 - Business and Applied Business
 - Fine Arts, Design, and Media
 - Fitness and Recreation
 - Health and Human Services
 - Liberal Arts and Humanities
 - Science and Applied Science
 - Tourism, Hospitality, and Foods
 - Trades and Technology

How will focus areas be included in the Graduation Portfolio?

- Students are introduced to Focus Areas in Planning 10.
- A Planning 10 Learning Outcome requires that students describe how one or more of the Focus Areas relates to possible education and career options.
- In the Education and Career Planning section of the Graduation Portfolio, students rationalize the course choices in their Focus Area/s, provide evidence about course learning, and identify related post-secondary programs and employment options.

Employability Skills

Work Futures/Job Futures Information Sheet

- Work Futures and Job Futures are publications and websites containing occupational profiles for about 200 different occupations or occupation groups based on the Canadian National Occupation Classification system (NOC). Most occupations listed in these two publications require some form of post-secondary education or training.
- *Start Now: Work Futures for Entry Level Jobs* provides occupational descriptions and labour market information on employment prospects for occupations that provide entry into the labour market for students with little or no post-secondary education and little or no previous work experience. This publication may be of interest to students planning to enter the workplace directly after high school without taking any additional post-secondary training.
- These government-funded publications and websites provide labour market information for each occupation or group listed.
- The information for each occupation includes descriptions of the nature of the work and its main duties, related occupations, working conditions, education and training required, salary prospects, employment trends, and projected demand for workers.
- Job Futures provides a Canada-wide perspective.
- The two Work Futures publications relate specifically to the BC labour market.
- *Work Futures: BC Occupational Outlooks* also provides detailed information on BC post-secondary institutions offering the education and training required for each occupation.

Websites resources:

- Work Futures: BC Occupational Outlooks www.workfutures.bc.ca
- Job Futures 2000 www.jobfutures.ca
- Start Now: Work Futures for Entry Level Jobs www.startnow.workfutures.bc.ca

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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Information Technology

Intended Scope of the Information Technology Standards

Common computer functions

- Navigate within an operating system:
 - Work within drives and folders (e.g., find files, open software, use standard menus)
 - Change system settings (e.g., printer drivers, keyboard and mouse settings, sound settings)
- Access the Internet and perform searches
 - Use search engines to browse the Internet
 - Conduct Internet searches that limit the number of ‘hits’ or sites for online queries
 - Use hyperlinks on web pages (link to new web pages)
 - Use navigational tools (back, forward, home)
 - Create bookmarks by adding to favourites
 - Download files from a web site
- Use a keyboard
 - Demonstrate familiarity with keyboard
- Manage electronic files
 - Open a file
 - Save a file
 - Copy files
 - Retrieve a saved file
- Use basic word-processing functions
 - Operate word-processing software
 - Create and save simple documents
 - Use common sentence and paragraph editing and formatting functions (cut, copy, paste, spell-check, fonts, margins, tabs)

- Format text and documents using automatic formatting tools (character styles: bold, italics, underline, as well as fonts)
- Cut, copy, paste, and delete text
- Use page breaks, bullets, headers, footers, margins, tabs, and page numbering
- Use spell check, find and replace features, thesaurus features
- Use intermediate word-processing functions
 - Demonstrate all basic word processing skills listed
 - Use columns, tables and graphics in a document
- Use basic spread sheet functions
 - Create and save single spreadsheet documents
 - Use numbers, text headers, and basic calculations
 - Apply column and row headings
 - Use basic math functions (+, -, /, *)
 - Use simple functions (sum, average)
 - Manage two columns of data

Personal Health

Additional Information on Personal Health

- Physical Activity Resources
 - Health Canada – Healthy Living: Physical Activity (see sample page attached)
http://www.hc-sc.gc.ca/english/lifestyles/physical_activity.html
 - Health Canada – Canada’s Physical Activity Guide to Healthy Active Living
<http://www.hc-sc.gc.ca/hppb/paguide/index.html>
- Healthy Eating Resources
 - Health Canada – Healthy Living: Food and Nutrition
http://www.hc-sc.gc.ca/english/lifestyles/food_nutr.html
 - Health Canada – Canada’s Food Guide to Healthy Eating
http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html
- Emotional Well-being Resources
 - Health Canada – Healthy Living: Mental Health
http://www.hc-sc.gc.ca/english/lifestyles/mental_health.html
- Health-Enhancing Decisions Resources
 - Health Canada – Healthy Living
<http://www.hc-sc.gc.ca/english/lifestyles/index.html>
 - Health Canada – Healthy Living: Alcohol and Drug Abuse
http://www.hc-sc.gc.ca/english/lifestyles/alcohol_drug.html
 - Health Canada – Healthy Living: Safety and Injury
<http://www.hc-sc.gc.ca/english/lifestyles/injury.html>
 - Health Canada – Healthy Living: Sexuality
<http://www.hc-sc.gc.ca/english/lifestyles/sexuality.html>
 - Health Canada – Healthy Living: Smoking
<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/index.html>

Personal Health

Student Decision-Making Worksheet

Select a decision to be made. Follow these steps in making it.

Describe the situation and clarify the decision to be made.

List the possible choices and/or alternatives.

List the positive and negative consequences for each alternative.

Student Decision-Making Worksheet

Select a decision to be made. Follow these steps in making it.

Use data from # 3 to rank your alternatives or choices. (best ones first)

Try your first choice. Evaluate the decision. Did it work out the way you wanted it to? What would you change about your decision?

Try your second choice (if needed).

(Worksheet adapted from: BC, Ministry of Education, Suggested Classroom Activities: Career and Personal Planning 8-12)

Personal Health

Additional Information on Decision-Making

Seven Steps In a Decision Making Model

- Identify the issue
- Identify the alternative/s
- Gather information
- Analyze the information
- Make a decision
- Take action
- Evaluate the decision

Name: _____

Student Number: _____


Teacher: _____

Please use the following table to track your physical activity and support evidence.

Total

Portfolio Evidence Brainstorm Template: Arts & Design

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Arts & Design 			
Aspect 1.1 Respond to an art, performance, or design work.	Aspect 1.2 Create, perform, or design an original work.	Aspect 1.3 Analyze structural components in an art, performance, or design work.	Aspect 1.4 Identify cultural, historical, or social contexts of an art, performance, or design work.

Portfolio Evidence Brainstorm Template: Community Involvement & Responsibility

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Community Involvement & Responsibility

- There are many things that you can do to address these aspects.
- Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3)
- Remember that portfolio-quality work can be produced in related courses.



Aspect 2.1 Participate co-operatively & respectfully in a service activity:	Aspect 2.2 Demonstrate positive interpersonal communication skills:	Aspect 2.3 Respond to human rights:	Aspect 2.4 Promote respect for diversity:

Portfolio Evidence Brainstorm Template: Education & Career Planning

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Career & Education Planning

- There are many things that you can do to address these aspects.
- Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3)
- Remember that portfolio-quality work can be produced in related courses.



Aspect 3.1 Complete a graduation transition plan:	Aspect 3.2 Research education, career, and life information:	Aspect 3.3 Demonstrate transferable education skills:	Aspect 3.4 Engage in focused and continuous learning:

Portfolio Evidence Brainstorm Template: Employability Skills

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Employability Skills


- There are many things that you can do to address these aspects.
- Your evidence must meet the criteria listed in the Portfolio Core and Portfolio Choice Guides. (Sections 2 and 3)
- Remember that portfolio-quality work can be produced in related courses.



Aspect 4.1 Complete 30 hours of work or volunteer experience:	Aspect 4.2 Demonstrate fundamental skills.	Aspect 4.3 Demonstrate personal management skills.	Aspect 4.4 Demonstrate teamwork skills.


Portfolio Evidence Brainstorm Template: Information Technology

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Information Technology 			
Aspect 5.1 Use information technology skills:	Aspect 5.2 Use the Internet to research information:	Aspect 5.3 Use information technology to manage information:	Aspect 5.4 Use information technology to present information:

Portfolio Evidence Brainstorm Template: Personal Health

Teachers & students can use this chart to brainstorm ideas for gathering & collecting portfolio evidence.

Aspects of Personal Health 			
Aspects 6.1 + 6.2 Engage in 80 hours, or more, of physical activity:	Aspect 6.3 Connect healthy eating to physical well – being:	Aspect 6.4 Link emotional well-being to general health:	Aspect 6.5 Make health-enhancing decisions:

Graduation Portfolio: Marks Template					
Student: _____ School: _____ Date completed: _____ Final teacher evaluation: _____		Portfolio Core _____ / 30 Portfolio Choice _____ / 50 Portfolio Presentation _____ / 20 Final Mark _____ %			
			Mark	Mark Total	Teacher Signature & Date
Portfolio Core	Arts & Design	1.1	/ 5	/ 30	
	Community. Involvement. & Responsibility	2.1	/ 5		
	Education & Career Planning	3.1	/ 5		
	Employability Skills	4.1	/ 5		
	Information Technology	5.1	/ 5		
	Personal Health	6.1	/ 5		
Portfolio Choice	Aspect			/ 50	
	Criteria 1		/ 1		
	Criteria 2		/ 1		
	Criteria 3		/ 1		
	Criteria 4		/ 1		
	Criteria 5		/ 1		
			/ 5		
	Aspect				
	Criteria 1		/ 1		
	Criteria 2		/ 1		
	Criteria 3		/ 1		
	Criteria 4		/ 1		
	Criteria 5		/ 1		
			/ 5		
	Aspect				
	Criteria 1		/ 1		
	Criteria 2		/ 1		
	Criteria 3		/ 1		
	Criteria 4		/ 1		
	Criteria 5		/ 1		
			/ 5		
	Aspect				
	Criteria 1		/ 1		
	Criteria 2		/ 1		
Criteria 3		/ 1			
Criteria 4		/ 1			
Criteria 5		/ 1			
		/ 5			
Aspect					
Criteria 1		/ 1			
Criteria 2		/ 1			
Criteria 3		/ 1			
Criteria 4		/ 1			
Criteria 5		/ 1			
		/ 5			

Section 8 | PORTFOLIO RESOURCES

		Mark	Mark Total	Teacher Signature & Date
	Aspect			
	Criteria 1	/ 1		
	Criteria 2	/ 1		
	Criteria 3	/ 1		
	Criteria 4	/ 1		
	Criteria 5	/ 1		
		/ 5		
	Aspect			
	Criteria 1	/ 1		
	Criteria 2	/ 1		
	Criteria 3	/ 1		
	Criteria 4	/ 1		
	Criteria 5	/ 1		
		/ 5		
	Aspect			
	Criteria 1	/ 1		
	Criteria 2	/ 1		
	Criteria 3	/ 1		
	Criteria 4	/ 1		
	Criteria 5	/ 1		
		/ 5		
	Aspect			
	Criteria 1	/ 1		
	Criteria 2	/ 1		
	Criteria 3	/ 1		
	Criteria 4	/ 1		
	Criteria 5	/ 1		
		/ 5		
	Aspect			
	Criteria 1	/ 1		
	Criteria 2	/ 1		
	Criteria 3	/ 1		
	Criteria 4	/ 1		
	Criteria 5	/ 1		
		/ 5		

			Mark	Mark Total	Teacher Signature & Date
Portfolio Presentation	Demonstrates thoughtful selection of portfolio evidence.			/ 20	
	Developing	1	/ 1		
	Competent	2	/ 1		
	Good	3	/ 1		
	Strong	4	/ 1		
			<u> </u>		
			/ 4		
	Demonstrates effort, initiative, and commitment.				
	Developing	1	/ 1		
	Competent	2	/ 1		
	Good	3	/ 1		
	Strong	4	/ 1		
			<u> </u>		
			/ 4		
	Demonstrates meaningful reflection on portfolio evidence.				
	Developing	1	/ 1		
	Competent	2	/ 1		
	Good	3	/ 1		
	Strong	4	/ 1		
			<u> </u>		
			/ 4		
	Demonstrates meaningful reflection on the portfolio process and learning.				
	Developing	1	/ 1		
	Competent	2	/ 1		
	Good	3	/ 1		
	Strong	4	/ 1		
			<u> </u>		
			/ 4		
	Demonstrates meaningful reflection on the Graduation Portfolio experience and how it might affect future life choices.				
	Developing	1	/ 1		
	Competent	2	/ 1		
	Good	3	/ 1		
	Strong	4	/ 1		
			<u> </u>		
			/ 4		

British Columbia's Graduation Portfolio — Parent Orientation

Many adults have a portfolio of work samples demonstrating their accomplishments. Portfolios can help people find employment and get promoted. They also provide a sense of personal satisfaction by highlighting key achievements.

Graduation Portfolios serve a similar purpose for students by showing what they have accomplished in the Graduation Program and by helping prepare them for work and for further education and training. Portfolio assessment ensures that all students are recognized for their unique achievements that may not be traditionally assessed by the school system.

Graduation Portfolio is a mandatory part of British Columbia's Graduation Program and is worth four credits. Graduation Portfolio is divided into three components:

- **Portfolio Core** (30 per cent of student's final mark) All students must provide proof of their accomplishments in each of the six core portfolio areas:
 - Arts and Design;
 - Community Involvement and Responsibility;
 - Education and Career Planning;
 - Employability Skills;
 - Information Technology; and
 - Personal Health.
- **Portfolio Choice** (up to 50 per cent of student's final mark)
Students expand their work beyond the core portfolio requirements based on topics that they are most interested in.
- **Portfolio Presentation** (up to 20 per cent of student's final mark)
Students showcase their portfolios in a format determined by the school. Graduation Portfolio presentation is mandatory for graduation.

Students learn about and start to develop portfolios in a Grade 10 course called Planning 10. Teachers help students decide how to organize and maintain their portfolios to meet the Graduation Portfolio requirements. Students can build their portfolios from classroom assignments, school experiences, and out-of-school experiences. The Ministry

of Education has developed criteria for students to follow when putting together their Graduation Portfolios. Teachers will use the same criteria for assessing your Graduation Portfolio and assigning it a mark.

More information on Graduation Portfolios can be found on the Ministry of Education website at www.bced.gov.bc.ca/graduation.

British Columbia's Graduation Portfolio — Student Orientation

Your Graduation Portfolio is an important part of your Grade 10 – 12 Graduation Program. All BC students will be putting together Graduation Portfolios as part of their graduation requirements. Your Graduation Portfolio highlights you, your development and your achievements throughout the Graduation Program. The Graduation Portfolio is designed to be a useful tool for you to take into the world after graduation.

The things you choose for your portfolio reflect your interests, accomplishments, experiences, and plans following graduation. These choices may be influenced by course work, extra-curricular activities and community activities.

There are many choices about what you may include in your Graduation Portfolio and some specific standards. For example, all students must make a plan for what they will do after Grade 12; however, each student's plan may be very different. All students will also be required to include proof of computer skills, but how each student proves these skills may vary.

Your Graduation Portfolio is worth four credits toward graduation. A final mark is recorded on your transcript as a percentage. Grade 12 Passport to Education Awards are based on your Graduation Portfolio achievement.

Your Graduation Portfolio has three components:

- **Portfolio Core:** (30 per cent of your final mark) Demonstrates your accomplishments in the following areas:
 - Arts and Design;
 - Community Involvement and Responsibility;
 - Education and Career Planning;
 - Employability Skills;
 - Information Technology; and
 - Personal Health.
- **Portfolio Choice:** (up to 50 per cent of your final mark) Includes your work beyond Portfolio Core. In this component you can pick topics of particular interest to you.

- **Portfolio Presentation:** (up to 20 per cent of your final mark)
Showcases your accomplishments in a format determined by your school. Portfolio Presentation is mandatory for graduation.

You will develop your Graduation Portfolio during Grades 10, 11, and 12. Your Planning 10 teacher will introduce you to BC's Graduation Portfolio and help you get started. In Planning 10 you will learn how your Graduation Portfolio fits with the other graduation requirements. You will learn Graduation Portfolio related vocabulary and choose a portfolio container to store your work. You will also learn about Portfolio Charts, Guides, Planners, and other resources that will help you meet all the Graduation Portfolio criteria.

Your school will have a system in place to support you with your portfolio and presentation. The four credits earned for your Graduation Portfolio count as part of the required 80 credits for graduation.

More information on Graduation Portfolios can be found on the Ministry of Education website at www.bced.gov.bc.ca/graduation.

Portfolio Glossary

Assessment is the process carried out by teachers to identify the strengths and weaknesses of students' portfolios and presentations based on expected criteria. Graduation Portfolio Assessment results in a final evaluation by the end of Grade 12 and an assignment of a percentage that appears on students' transcripts of grades.

Aspect is the term used to describe the subcomponents within six Portfolio Organizers; aspects define the competencies students are expected to demonstrate through the portfolio process.

Competencies are demonstrable skills and knowledge that can be applied in a new situation. For example, competencies in computer technology can be used in an education setting, in the workplace, or at home.

Context refers to the situation, setting, or circumstances that surround an action, occurrence, or item. For example, a classroom and a workplace have different contexts. A painting from the 17th century has a different context from one painted in the last decade.

Employability skills are the generic skills that everyone needs for success in the workplace. The Conference Board of Canada organizes these skills into three areas:

- **Fundamental employability skills:** written and verbal communication, managing information, using numbers, and problem solving.
- **Personal management employability skills:** positive attitudes, responsibility, adaptability, continuous learning, and working safely.
- **Teamwork employability skills:** working with others, project or task planning, and project or task completion.

Evidence is material submitted by students in their portfolios to demonstrate knowledge, skills, and competencies. Evidence can be written, oral, electronic, or presented in any format acceptable to the school.

Graduation Portfolio is a physical or electronic collection of student demonstrations of knowledge, skills, and competencies called evidence.

A **Graduation transition plan** is a plan made by a student while he or she is in the Graduation Program. It addresses: career and life goals after secondary school; further education and training; financial considerations and options; and possible destinations and pathways to reach those destinations.

Interpersonal communication skills are skills that people use, when they interact, to establish or maintain positive relationships with others.

Portfolio Core is a mandatory component of Graduation Portfolio. All students must meet the same standards in six core requirements. Students must complete Portfolio Core to graduate.

Portfolio Choice is the flexible component of Graduation Portfolio. All students may choose how much Portfolio Choice evidence to include.

Portfolio Organizer is the term used to describe six categories of the Graduation Portfolio: Arts and Design; Community Involvement and Responsibility; Education and Career Planning; Employability Skills; Information Technology; and Personal Health.

Portfolio Presentation is a term used to describe the mandatory culminating event at the end of the portfolio process. Students reflect on their portfolio experiences, choose some of their most valued portfolio evidence, and make some kind of presentation to be assessed by the school.

A **service activity** is one that is designed to benefit someone else. A community food bank is an example of a service activity that benefits large numbers of people. Volunteering to drive a senior citizen to medical appointments is an example of a service activity that benefits an individual.

Transferable skills are skills first learned in a classroom setting that can then be applied outside of the classroom. These skills are classified as either **generic** or **hard** skills.

- Generic skills are skills such as teamwork, problem solving, and information management.
- Hard skills are skills such as video production, web site design, and carpentry.

Section 1: Overview of Focus Areas

The 2004 Graduation Program supports achievement for all students, offering a range of options for focusing their studies in areas that interest them. It teaches skills that students need to plan successful futures by identifying, exploring and developing their personal strengths — and learning how those strengths can be employed in the workplace or built upon with further education and experience.

Research has shown that students who focus their studies in areas that interest them are more engaged in school and more likely to graduate than unfocused students. To that end, the Graduation Program supports all students to:

- consider the broad range of education choices and career options available
- learn about and consider eight possible Focus Areas during Planning 10
- develop a Focus Area that interests them to pursue during Grades 11 and 12
- explore the wide range of post-secondary education options for one or more Focus Areas
- explore the wide range of career options related to one or more Focus Areas, and
- document Focus Area courses and research in their Graduation Portfolio

Focus Areas are based on courses and programs available at secondary schools and post-secondary institutions in BC. They are:

- Business and Applied Business
- Fine Arts, Design, and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts and Humanities
- Science and Applied Science
- Tourism, Hospitality, and Foods
- Trades and Technology

Section 1 | OVERVIEW OF FOCUS AREAS

This guide describes the Focus Areas in detail, lists sample courses associated with each, and offers examples of career opportunities that could be pursued in each — directly after graduation, with some further training, or with more extensive education and experience. It also provides (in Appendix B) sample ideas for linking Focus Areas to Graduation Portfolios, along with tips (in Section 3) specifically for teachers.

In general, the guide supports the Graduation Program goal of encouraging students to design their own education programs in Grades 11 and 12, and to pursue their unique set of interests through:

- course work
- Focus Area exploration
- Graduation Portfolio development
- community learning, and/or
- work experience.

Integrating these approaches helps students connect learning from individual courses to their role in the broader community and to their personal plans for the future. Encouraging students to make this connection and to reflect on their choices will help ensure they are well-prepared to build successful futures.

Section 2: Focus Areas

Business and Applied Business Focus Area

Description

This Focus Area provides the opportunity to explore careers in areas such as marketing, finance, human resources, accounting or computer use in a business or office setting. Students with an interest in this Focus Area may have strong investigative, social and organizational skills. Career options will generally involve the organization of people, money and other assets.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations in the category of: Business, Finance and Administrative Occupations. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to this focus area

- Interest in working with numbers
- Interest in planning or conducting meetings
- Interest in interacting with people
- An understanding of business principles and organization
- Ability to effectively use office technology as needed to communicate, organize and plan business activities
- Organizational, interpersonal and leadership skills
- Entrepreneurial skills
- Information management skills
- Presentation skills

Sample options after Grade 12 graduation

- Employment: Office Assistant
- Employment: Sales Assistant
- Employment: Clerk
- Certificate program: Office Administration
- Certificate program: Real Estate Sales
- Certificate program: Payroll Accountant
- Diploma program: Business Administration
- Diploma program: Accounting
- Degree program: Commerce
- Degree program: Human Resource Management
- Degree program: Business Administration

Sample occupations

- Office Assistant
- Business Office Manager
- Payroll Clerk
- Banker
- Accountant
- Financial Planner
- Entrepreneur
- Salesperson
- Realtor
- Marketing Executive
- Insurance Agent
- Business Owner
- Human Resources Manager
- Stockbroker
- Economist

Elective courses that best fit this Focus Area

Ministry Authorized Courses

- Marketing 11 and 12
- Business Information Management 12
- Entrepreneurship 12
- Business Computer Applications 11
- Data Management 12
- Economics 12
- Management Innovation 12
- Accounting 11 and 12
- Financial Accounting 12
- Applications of Math 11 and 12
- Work Experience 12

Board/Authority Authorized Courses

- Desktop Publishing
- Business Leadership
- Business Management
- Consumer Education
- Keyboarding
- Office Skills

Community Learning

- Youth Leadership courses
- Junior Achievement program
- Student Ventures program

Sample course packages for Business and Applied Business Focus Area**Student #1**

Matthew has experience in his father's small business and wants to pursue this interest further. After Grade 12, he thinks he will probably take some part-time post-secondary courses while working full time in the family business. His Focus Area courses include: Marketing 11 and 12, Accounting 11 and 12, and Business Information Management 12.

Student #2

Tom is interested in metal work and welding, but he is also interested in working for himself and some day owning his own business. His courses support these two Focus Areas. They include Accounting 11, Marketing 11, Business Information Management 12, Welding 11, and Metal Fabrication and Machining 11 and 12.

Student #3

Amanda likes working with numbers and is interested in possibly becoming a Chartered Accountant. She enrolls in her school's Accounting Career Preparation program to see if this is really something she wants to pursue. Her Focus Area courses include Accounting 11 and 12, Applications of Math 12 and a Work Experience course where she gets the chance to do some entry level accounting work.

Student #4

Katy is a very high performing student and is interested in working in a business environment. She plans to attend university directly after Grade 12 and obtain a Bachelor of Commerce degree. Her Focus Area courses include Management Innovation 12, Economics 12, Entrepreneurship 12 and Principles of Math 12.

Fine Arts, Design, and Media Focus Area

Description

This Focus Area supports the development of skills and knowledge in a range of specialties including Dance, Drama, Music and Visual Arts. Students can develop both creative and technical skills and may wish to complement these by developing applied business skills. This would expand their career opportunities to include occupations that support performers and other types of artists.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Occupations in Art, Culture, Recreation and Sport. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to Focus Area

- Interest in visual arts, theatre, music or drama
- Interest in entertaining people
- Interest in arts and crafts
- Ability to communicate personal expressions
- Ability to think metaphorically
- Visual, kinesthetic, and auditory literacy
- Ability to use the elements and principles of composition
- Ability to generate ideas
- Critical, creative, and flexible thinking
- Ability to create and identify meaning in representational media
- Performance and presentation skills for appropriate contexts
- Ability to reflect on, and respond to, a broad range of thoughts, images, and feelings in various art forms
- Collaboration within a community or company of artists
- Appreciation of the contribution of the arts to society

Sample options after Grade 12 graduation

- Employment: Cartoonist
- Employment: Singer
- Employment: Web Designer
- Employment: Interior Design Assistant
- Certificate program: Advanced Motion Picture Production
- Certificate program: Basic Musicianship
- Certificate program: Professional Photography
- Diploma program: Associate of Arts
- Diploma program: Fashion Design
- Diploma program: Fine Arts
- Degree program: Bachelor of Fine Arts, Dance Major or Film Major
- Degree program: Bachelor of Media Arts
- Degree program: Bachelor of Music

Sample occupation options

- Photographer
- Illustrator
- Choreographer
- Art Curator
- Film director
- Cinematographer
- Set Designer
- Fashion Designer
- Interior Designer
- Artist
- Musician

Elective courses that best fit this Focus Area

Ministry Authorized Courses

- Fine Arts 11
- Dance 11 and 12
- Drama 11 and 12 – Film and TV
- Drama 11 and 12 – Theatre
- Music 11 and 12 – Choral Music and Instrumental Music
- Music 11 and 12 – Composition and Technology
- Visual Arts 11 and 12 – Art Foundations and Studio Arts
- Visual Arts 11 and 12 – Media Arts
- Work Experience 12

Board/Authority Authorized Courses

- Photography
- Yearbook
- TV/Video Production
- Fashion Design
- Graphic Communication
- Film/Video Studies
- Textile Arts and Crafts
- Jazz Band or Choir
- Musical Theatre

Community Learning

- Community theatre
- Royal Conservatory music programs
- Community dance programs
- Local film courses
- Art gallery summer school

Sample course packages for Fine Arts, Design and Media Focus Area**Student #1**

Raj loves music and has taken lessons since Grade 1. He would like to earn a university degree in music and become a secondary school Music Teacher. His Focus Area courses include the Ministry courses Music 11: Composition and Technology, and Music 12: Composition and Technology. They also include two external courses: Royal Conservatory of Music 11 and Royal Conservatory of Music 12.

Student #2

Sally has strong skills in the visual arts and also enjoys working on computers. She plans to take courses at the Emily Carr Institute of Art and Design and become a computer game designer. Her Focus Area courses include Art Foundations 11 and 12, plus two local courses taught at her school: Electronic Illustrations 11 and Computer Animation 12.

Student #3

Elaine has an interest in all forms of dance. She would like to become a dance professional, either in a performing or a teaching capacity. Her Focus Area courses include the Ministry courses Dance Choreography 12 and Dance Performance 12, plus the external courses Royal Academy of Dancing 11B and 12B. She has also included Marketing 11 and Business Information Management 12 in her Focus Area package since she may wish to pursue an administrative role in dance.

Student #4

Jason is interested in public speaking and film and television production. His future plans include post-secondary courses in journalism and film/video production, followed by a career in broadcast journalism. His Focus Area courses include Drama: Film and Television 11, Drama: Film and Television 12, Journalism 12, plus a local course taught at his school: Video Production 12.

Fitness and Recreation Focus Area

Description

Students who choose this Focus Area have the opportunity to pursue learning experiences related to athletics, recreation, personal health and wellness, coaching and team performance. They may have well-developed physical abilities, be interested in helping others enjoy athletic or leisure activities and/or be involved in various levels of sport performance. Some may wish to participate in post-secondary athletics or become a professional athlete and some may already have demanding performance and fitness schedules. These students may find particular benefits in external courses that recognize learning outside regular school hours.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Art, Culture, Recreation and Sport Occupations. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to this Focus Area

- Interest in sports
- Interest in outdoor activities
- Interest in personal fitness and nutrition
- Understanding of nutrition and its impact on performance
- Skills required to coach or instruct others
- Leadership skills, including the ability to motivate people
- Performance/kinesthetic skills in one or more sports areas
- Safety skills, including First Aid and personal safety skills
- Event management skills
- Conflict resolution skills
- Public relations skills
- Good hand-eye coordination

Sample options after Grade 12 graduation:

- Personal: continued training in a specific sport or activity
- Employment: Fitness Instructor
- Employment: Recreation Centre Attendant
- Employment: Lifeguard
- Certificate program: Fitness and Exercise Leadership
- Certificate program: Golf Management
- Diploma program: Events Management
- Diploma program: Fitness and Exercise Management
- Degree program: Bachelor of Physical Education
- Degree program: Bachelor of Recreation and Health Education
- Degree program: Bachelor of Kinesiology

Sample occupations

- Athlete
- Coach
- Recreation Director
- Entrepreneur: adventure tourism or recreational services
- Trainer and Fitness Consultant
- Facilities Manager
- Community Recreation Coordinator
- Teacher
- Firefighter

Elective courses that best fit this Focus Area:

Ministry Courses

- Dance Performance 11
- Dance Performance 12
- Physical Education 11
- Physical Education 12

Board/Authority Courses

- Community Recreation
- Fitness
- Outdoor Education
- Recreation Leadership
- Sports and Recreation Studies

Community Learning

- External course credits for Athlete
- External course credits for Coach or Official
- First Aid courses
- Fitness Leader courses
- Lifesaving courses
- Outward Bound program
- Water Safety Instructor courses
- External credits for community dance courses

Sample course packages for Fitness and Recreation Focus Area**Student #1**

John plans to pursue a fitness related post-secondary program after graduation. His Focus Area courses include Physical Education 11 and 12, Dance Performance 11, and a local course his school offers in Recreation Leadership.

Student #2

Sam has had a clear goal in mind for some time: to be a sports journalist. He plans to complete a post-secondary diploma program in Journalism and has chosen courses that relate to both the Fitness and Recreation and Liberal Arts/Humanities Focus Areas. These include Physical Education 11 and 12, Writing 12, Journalism 12, and a Work Experience 12 course that allows him to do some sports reporting with a community newspaper.

Student #3

Pat wants to become a recreation director. She sees herself designing programs and running some kind of community recreation facility. She is registered in her school's Recreation Leadership career preparation program and has a work placement arranged with the local community recreation department. Her Focus Area courses include Physical Education 11, Work Experience 12 and two local courses that her school offers: Community Recreation 11 and Recreation Leadership 12.

Student #4

Derek is an elite hockey player who's been drafted to play in the junior league, and on the provincial under-17 team. Derek would like to become a professional hockey player but also wants to pursue a university education. His Focus Area courses are Physical Education 11 and 12 plus External Athlete 11 and 12. He is also choosing courses needed for university admission.

Health and Human Services Focus Area

Description

In this Focus Area, students get a broad overview of the skills and attitudes relevant to fields such as health care, child and family services, teaching and the legal services sector. Students can develop skills, competencies and knowledge in both traditional and nontraditional social service areas, including understanding human relations and individual differences, and developing communication and personal management skills. The Health and Human Services experience will include working directly with people, investigating health solutions and educating others in healthy living. Students will also learn about the methods of inquiry used in the health and human service field.

For information about specific occupations related to this Focus Area, including the nature of the work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Social Science, Education, Government Service or Health Occupations. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to this Focus Area

- Interest in helping people
- Interest in using applied science or technology
- Interest in working with children
- Understanding human interaction
- Ability to motivate others
- Conflict resolution skills
- Oral questioning skills
- Presentation of logical arguments in written and oral form
- Reading and interpreting written reports and charts
- Presentation and teaching skills
- Awareness of cross-cultural differences
- Reading, writing and speaking a second language

Sample options after Grade 12 graduation

- Employment: Group Home Worker
- Employment: Nurse's Aide
- Employment: Youth Group Leader
- Certificate program: Community Support Worker
- Certificate program: Special Education Assistant
- Certificate program: Health Care Management
- Diploma program: Child and Youth Care Counsellor
- Diploma program: Criminal Justice
- Diploma program: Paralegal Assistant
- Diploma program: Practical Nursing
- Degree program: Bachelor of Education
- Degree program: Bachelor of Social Work
- Degree program: Bachelor of Laws

Sample occupation options

- Nurse
- Health Care Assistant
- Day Care Worker
- Home Support Worker
- Paramedic
- Doctor
- Occupational Therapist
- Counselor
- Police Officer
- Social Worker
- Teacher

Elective courses that best fit this Focus Area

Ministry Courses

- Family Studies 11
- Family Studies 12
- Human Services 11
- Human Services 12
- Law 12
- Work Experience 12

Board/Authority Courses

- Psychology
- Community Service
- Child Services
- Peer Tutoring
- Peer Counseling
- Teaching Assistant
- Leadership

Community Learning

- Hospital volunteer programs
- Youth development programs such as Girl Guides, Scouts, and Cadets
- Red Cross First Aid
- Participation in community service projects
- Leadership training programs

Sample course packages for Health and Human Services Focus Area**Student #1**

Tom chose the Health and Human Service Focus Area because he wants to become a nurse. He plans to attend a university-college to take a four-year nursing degree program. His Focus Area courses are from two Focus Areas. They are: Human Services 11 and 12, Biology 12 and Chemistry 12.

Student #2

Sidney likes working with children and is enrolled in her school's Early Childhood Education career preparation program. She plans to take a one-year Early Childhood Education Certificate program after graduation. Her Focus Area courses include Family Studies 11, Human Services 11 and 12, Psychology 11 and Work Experience 12. She has already completed her work experience course at a local day-care facility.

Student #3

Darren plans to take the Primary Care Paramedic program at the Justice Institute. His Focus Area courses include Law 12, Community Services 12, Biology 12 (which he needs for admission to the Paramedic program) and external course credit for Occupational First Aid Levels 2 and 3, and for Lifesaving 11 and 12.

Student #4

Pam enjoys helping people and thinks she may want to earn a Bachelor's Degree in Social Work. Her Focus Area courses include Human Services 11 and 12, Psychology 12 and Peer Counselling 12. She is also taking courses in other subject areas to meet university entrance requirements.

Liberal Arts and Humanities Focus Area

Description

This Focus Area supports students to develop skills, competencies and knowledge in areas such as history, literature, writing, philosophy, international languages, First Nations studies and geography. Educational experiences include: developing high level communication skills; gaining a perspective on the present through the study of the past; becoming familiar with accomplishments, ideas and concepts from diverse cultures; and acquiring knowledge in the methods of inquiry used in the humanities and social sciences.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Social Science, Education, Government Service. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to this Focus Area

- Interest in writing
- Interest in other cultures
- Interest in second languages
- Research skills to access information from a variety of sources
- Accessing and interpreting material from a wide variety of primary and secondary sources
- Oral questioning skills
- Presentation of logical arguments in written and oral form
- Writing for a specified audience
- Presentation skills
- Awareness of cross-cultural differences
- Analyzing information
- Reading, writing and speaking in a second language
- Applying knowledge of other cultures to current issues

Sample options after Grade 12 graduation

- Employment: Library Assistant
- Employment: Museum Attendant
- Employment: Tour Guide
- Certificate program: Aboriginal Studies
- Certificate program: Community Economic Development
- Diploma program: Applied Urban and Rural Planning
- Diploma program: Liberal Arts
- Degree program: Bachelor of Art, International Relations
- Degree program: Bachelor of Arts, French Studies
- Degree program: Bachelor of Arts, Archaeology and History of Greece
- Degree program: Bachelor of Education

Sample occupation options

- Anthropologist
- Librarian
- Language Teacher
- Museum Curator
- Urban Planner
- Communications Officer
- Journalist
- Archivist
- Government Public Service

Elective courses that best fit this Focus Area

Ministry Authorized Courses

- French 11 and 12
- Spanish 11 and 12
- Mandarin 11 and 12
- Français Langue 11 and 12
- Punjabi 11 and 12
- German 11 and 12
- Japanese 11 and 12
- First Nations Studies 12
- Geography 12
- History 12
- Comparative Civilizations 12
- English Literature 12
- Technical and Professional Communications 12
- Composition 11
- Writing 12
- Journalism 12
- Work Experience 12

Board/Authority Authorized Courses

- Aboriginal Language courses
- Religious Studies
- Aboriginal Studies
- Philosophy
- Global Studies
- Creative Writing
- Journalism

Community Learning

- Post-secondary courses
- Community courses or programs in second language instruction
- Public speaking courses

Sample course packages for Liberal Arts and Humanities Focus Area**Student #1**

Jessica is in French Immersion and plans to get a Bachelor of Arts in the Humanities. She would eventually like to teach in this area at a university. Her Focus Area courses include Français Langue Seconde Immersion 11 and 12, English Literature 12 and Comparative Civilization 12.

Student #2

Frank wants to go to university but isn't sure what he wants to study. He enjoys second language courses so he takes two in Grades 11 and 12. His Focus Area courses include French 11 and 12, and Japanese 11 and 12.

Student #3

Arlene has always been interested in writing and she works on the school yearbook. After graduation, she plans to take a two-year diploma program in Applied Communications. She then hopes to work for several years before pursuing a Bachelor of Journalism degree. Her Focus Area courses include Technical and Professional Communications 12, Journalism 12 and two local courses that her school offers: Yearbook Journalism 11 and Yearbook Journalism 12.

Student #4

Stephen is a First Nations student who attends a small rural school. He wants to pursue post-secondary education but isn't sure what type of program is right for him. His Focus Area courses include instruction in his native language (delivered through his school with his band's participation) at the Grade 11 and 12 levels. He also chooses BC First Nations Studies 12 and History 12.

Science and Applied Sciences Focus Area

Description

This Focus Area can provide a foundation of skills, competencies and knowledge in areas such as Physics, Biology, Chemistry, Geology/Earth Science, Resource Sciences or Science and Technology. Students in this Focus Area learn about the structures, properties and functioning of living and physical things and apply this knowledge to interpret and predict. Students who select this Focus Area should consider complementing Science studies with courses that develop their math skills.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Natural and Applied Science Occupations. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interest, skills and competencies related to this Focus Area

- Interest in doing hands-on experiments
- Interest in finding out how things work
- Interest in doing mathematical calculations
- Understanding and application of the scientific method
- Observation and analysis of similarities and differences
- Collecting/measuring qualitative and quantitative data
- Communicating and interpreting data through a variety of methods
- Understanding the inter-relationship of variables in the prediction of outcomes beyond the laboratory setting
- Formulating physical or mental models
- Designing experiments
- Collaborating with other scientists to enhance productivity
- Awareness of safety, hazards and risks of working in a scientific environment

Sample options after Grade 12 graduation

- Employment: Pet Groomer
- Employment: Nursery Worker
- Employment: Animal Care Worker
- Certificate program: Renewable Resources
- Certificate program: Forest Resource Technician
- Certificate program: Commercial Floristry
- Diploma program: Animal Health Technology
- Diploma program: Environmental Technician
- Diploma program: Applied Chemistry and Biotechnology
- Degree program: Bachelor of Science, Biochemistry
- Degree program: Bachelor of Science, Physics
- Degree program: Bachelor of Science, Forestry

Sample occupation options

- Surveyor
- Microbiologist
- Veterinary Technician
- Lab Technician
- Environmental Engineer
- Physicist
- Chemist
- Pharmacist
- Meteorologist
- Forester
- Geologist
- Chemical Engineer
- Water Quality Technician

Elective courses that best fit this Focus Area

Ministry Authorized Courses

- Agriculture 11 and 12
- Applications of Physics 11 and 12
- Biology 11 and 12
- Chemistry 11 and 12
- Earth Science 11 and Geology 12
- Physics 11 and 12
- Resource Sciences 11 and 12: Forests
- Science and Technology 11
- Principles of Math 12
- Calculus 12
- Work Experience 12

Board/Authority Authorized Courses

- Engineering
- Fish and Wildlife Management
- Environmental Science
- Applied Forestry

Community Learning

- Heart and Stroke Foundation's Summer Program
- Summer science programs at post-secondary institutions
- Shad Valley Summer Program

Sample course packages for Science and Applied Science Focus Area**Student #1**

Sandy chose this Focus Area because he has an interest in plants and wants to pursue a career in agricultural research. His participation in the local 4H program has given him an understanding of agriculture. His Focus Area courses include Biology 11, Biology 12, Chemistry 11 and Chemistry 12.

Student #2

Sally has an interest in environmental issues and belongs to her school's recycling club; she also enjoys science courses. She plans to become an Environmental Technician, which requires a two-year diploma program offered at her community college. Her Focus Area courses include Chemistry 11 and Chemistry 12, plus Environmental Studies 11 and 12, which are local courses offered at her school.

Student #3

Chad has an interest in science. He takes part in the local Science Fair every year and works with younger students at a summer science camp. He's not sure of his future plans, other than entering a university program that leads to a science degree. His Focus Area courses include Chemistry 11, Chemistry 12, Biology 11, Biology 12 and Work Experience 12. He plans to pursue a work experience placement at a government research facility.

Student #4

Kathy has an interest in forestry and would like to become a Forestry Technician. She has gained some knowledge of the industry from family members who work in forestry related jobs. Her Focus Area courses include Forests 11, Forests 12, Forestry Management 12, which is a local course offered at her school, plus Work Experience 12. She hopes to get a work experience placement with a local forestry company.

Tourism, Hospitality, and Foods Focus Area

Description

This Focus Area can provide students with a broad introduction to the hospitality industry and support them to develop skills and competencies in areas such as hospitality and food services, events and conference planning, and a variety of tourism services. They may develop skills in areas such as customer service, tourism promotion, or understanding tourism's value to the economy.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Sales and Service Occupations. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to Focus Area

- Interest in travel
- Interest in food preparation
- Interest in helping people
- Effective communication and personal management skills
- Demonstrating a positive attitude towards customers
- Awareness of cultural differences
- Ability to speak a second language
- Skills in food preparation, presentation or serving
- Customer service skills

Sample options after Grade 12 Graduation

- Employment: Cook
- Employment: Server
- Employment: Front Desk Clerk
- Certificate program: Travel Counselling
- Certificate program: Adventure Tourism
- Diploma program: Hospitality Management

- Diploma program: Tourism Management
- Apprenticeship: Professional Cooks Training
- Degree program: Bachelor of Tourism Management

Potential occupations

- Tourism Information Counselor
- Host/Hostess
- Ski Instructor
- Travel Writer/Photographer
- Hotel Manager
- Reservations Sales Agent
- Campground Operator
- Flight Attendant
- Food and Beverage Manager/Server
- Concierge
- Chef
- Tour Guide
- Bartender
- Front Desk Agent
- Hunting/Fishing Guide

Elective courses that best fit this Focus Area:

Ministry Authorized Courses

- Tourism 11 and 12
- Food Studies 11 and 12
- Cafeteria Training 11 and 12
- Cooks Training 11 and 12
- Second Language courses
- Secondary School Apprenticeship
- Work Experience 12

Board/Authority Authorized Courses

- Culinary Arts
- Hospitality and Foods
- Hospitality and Tourism
- Adventure Tourism

Community Learning Opportunities

- Foodsafe
- Superhost
- Serving It Right

Sample course packages for Tourism, Hospitality, and Foods Focus Area**Student #1**

Sally chose this Focus Area because she plans to enter the hotel and restaurant management field. Her goal is to attend her local college and take the two-year diploma program in Hotel and Restaurant Management. Her Focus Area courses include Tourism 11 and 12 plus Marketing 11 and Accounting 11 because of her interest in management.

Student #2

Harry lives in a community with a large tourism industry. He has already spent two summers working at a local resort and hopes that, with formal education and training, he can find ongoing work in the industry and operate a resort some day. His Focus Area courses include Tourism 11, Tourism 12, Entrepreneurship 12 and a local college course in Adventure Tourism.

Student #3

George loves cooking and plans to become a chef. He already works part time in a restaurant and has found an employer willing to offer him apprenticeship training once he completes some introductory courses. His Focus Area courses include the in-school courses of Cooks Training 11A, Cooks Training 11B and Cooks Training 11C, plus four Secondary School Apprenticeship courses.

Student #4

Veronica likes to travel and enjoys meeting new people. She thinks she might enjoy working as a travel agent or flight attendant. She chose this Focus Area to explore career options and gain further knowledge about the tourism industry. If the field continues to interest her, she plans to attend a private BC college that provides training for travel agents. Her Focus Area courses include Tourism 11, Tourism 12, Spanish 12 and Work Experience 12.

Trades and Technology Focus Area

Description

This Focus Area addresses a spectrum of education and skills in areas such as industrial and commercial trades, and in many computer and telecommunication technologies. It is well suited for students who have spatial intelligence and enjoy working with their hands. The Focus Area provides opportunities to develop knowledge, skills and competencies in such specialty areas as carpentry, mechanics, metal work, welding, electronics, drafting and design, and information technologies.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: www.workfutures.bc.ca At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Trades, Transport and Equipment Operators; Natural and Applied Science Occupations (see the technical jobs section); Occupations Unique to Primary Industry; and Occupations Unique to Processing and Manufacturing. For information about BC post-secondary options related to this Focus Area, go to: www.openingdoorsbc.com

Sample interests, skills and competencies related to this Focus Area:

- Interest in doing hands-on projects
- Interest in figuring out how things work
- Interest in mechanical things
- Applied math skills that are relevant to industry applications
- Technical reading and writing skills
- Ability to locate information and understand updates to processes, codes, and regulations
- Applied science skills (e.g. applied physics)
- Safety skills, including a knowledge of safety rules and hazard identification
- Understanding that use of technologies can affect the environment
- Critical thinking and problem solving while working on a project
- A craftsmanship attitude: the desire to do one's best work
- Good hand-eye coordination

Sample options after Grade 12 graduation

- Employment: Automotive Parts Warehouse Worker
- Employment: Drafting Assistant
- Employment: Computer Help Desk Support Person
- Apprenticeship training: in a variety of trades
- Certificate program: Trades Training in a variety of trades
- Certificate program: Diesel Engine Electronics
- Diploma Program: Computer Systems Technician
- Diploma Program: Electronics Technician
- Diploma Program: Mining Technology
- Degree Program: Bachelor, Geographic Information Systems
- Degree Program: Bachelor of Technology in Electronics

Sample occupations

- Plumber
- Carpenter or Cabinetmaker
- Pipe Fitter
- Electrician
- Instrumentation Mechanic
- Power Engineer
- Aircraft Maintenance Engineer
- Millwright
- Machinist
- Communications Repair Technician
- Welder
- Transit: Driver or Mechanic
- Heavy Equipment: Operator or Mechanic

Elective courses that best fit this Focus Area:

Ministry Authorized Courses

- Automotive Technology 11 and 12
- Carpentry and Joinery 11 and 12
- Metal Fabrication and Machining 11 and 12
- Electronics 11 and 12
- Drafting and Design 11 and 12
- Welding 11 and 12
- Information Communication Technology 11 and 12
- Secondary School Apprenticeship 11 and 12
- Work Experience 12

Board/Authority Authorized Courses

- General Mechanics
- Industry specific courses
- Auto Body Repair
- Wood Products Manufacturing

Community Learning

- Occupational First Aid
- Confined Spaces and WHMIS training
- Lock Out and Personnel Protective Equipment Training
- Computer Certification courses

Sample course packages for Trades and Technology Focus Area**Student #1**

Tim has always been interested in mechanics and has helped his dad work on a variety of cars. He lives in a part of the province where heavy equipment is used in many industries and hopes to become a Heavy Duty Mechanic. His Focus Area courses include Automotive Technology 11 and 12, plus the specialty courses Automotive Technology 12: Electricity and Electronics and Automotive Technology 12: Engine and Drive Train.

Student #2

Erin is not sure what she wants to do after graduation, but she is interested in designing and creating products from an artistic perspective. Her school has both a metal shop and drafting lab. Her Focus Area courses include Drafting and Design 11 and 12, Metal Fabrication and Machining 11, and Metal Fabrication and Machining 12: Art Metal and Jewelry.

Student #3

Christine wants to become a Computer Network Technician and hopes to complete a basic Computer Certification program while in secondary school. She plans to continue her studies by enrolling in an Information Technology diploma program at her local college after Grade 12. Her Focus Area courses include Computer Information Systems 11 and 12 plus two external courses offered by her school in Computer Certification.

Student #4

Sean is interested in becoming a Power Engineer. He takes advantage of a Career Technical Program that integrates secondary and post-secondary courses. His program in grades 11 and 12 includes two semesters at his secondary school, two semesters at a college and significant work experience. His Focus Area courses consist of Work Experience 12 and technical courses completed at the college, for which he earns dual credit, under an agreement between the college and his school district.

Section 3: Teachers' Corner

This section is designed to help Planning 10 teachers work with students to explore Focus Areas. It offers a wide range of options and ideas, all developed by teachers. Choose the ones that best meet your teaching style and needs.

In general, it is important to stress that career planning is not a course but a process that typically involves five steps:

- self-assessing personality, interests, skills and values
- researching education and career information
- developing career goals
- making a plan to achieve career goals, and
- taking action to reach the goals.

These steps are reflected in the process of exploring Focus Areas, which helps students identify potential opportunities and options for the future. It is also a process they can revisit as they face transitions at various points in their lives. By helping students identify a Focus Area based on interest, aptitude and relevant information, you can help them move along their own career and life path.

Tips for helping students to explore Focus Areas

- Invite subject teachers from various Focus Areas to talk about their course content and the skills their students develop. Discuss occupations that require knowledge of the teacher's curricular area.
- Invite senior students engaged in career programs, based on Focus Areas, to talk about their on-the-job experiences. Ask students to relate school learning to the world of work.
- Invite representatives of associations/community groups from occupations found in various Focus Areas to talk about potential education and training requirements, career paths and work opportunities.
- Invite people who are working in a job related to each Focus Area to be part of a panel discussion on Focus Areas.

- Ask students to interview workers from two or three different Focus Areas. They might want to gather information about the skills, education and work experience required.
- Host spotlight sessions for occupations with similar types of educational requirements (such as on the job training, certificate training, apprenticeship training, two-year diploma, or university degree). Then relate each occupation to a Focus Area.
- Ask students to identify educational options and training scenarios related to several Focus Areas, using resources found on the Internet or in the career resource centre. They could develop a diagram that depicts what they found and share it with others in the class.
- Assign a Focus Area to a group of students to research. Ask them to identify the generic skills developed in each area, the occupational pathways that relate to the Focus Area, and the variety of possible educational and work routes. Have them depict the information in a poster or presentation to share with the class.
- Ask students to develop a diagram that shows career pathways related to several Focus Areas.
- Ask students to use *Opening Doors* (www.openingdoorsbc.com) to research post-secondary educational programs related to several different Focus Areas. *Opening Doors* contains information on more than 2,000 programs available at BC post-secondary institutions. These programs can be searched by Focus Area.
- Ask school counselors to give a talk on the possible routes to education that each Focus Area offers.
- Ask career program teachers to talk about the possible career pathways each Focus Area offers, and about work experience placement opportunities.
- Ask teachers in curricular areas related to particular Focus Areas to develop a list of skills and competencies that students will develop over the year and post them in the classroom or provide them in a handout.
- Ask students to search websites that provide information about occupations and careers related to specific Focus Areas.
- Ask students to research some of the new and emerging careers in a Focus Area of interest (i.e. “bioinformatics” in Science and Applied Science).

Tips for helping students select a Focus Area of interest

- Ask students to develop Focus Area selection criteria based on their interests at school, at home and in the community. They should also consider their future life/work aspirations in terms of education and training, location of future employment, and desired work situations/conditions.
- Ask students to conduct or refer to a skills self-assessment. Ask them to compare and contrast their findings to skills related to each Focus Area to see if there is a match, or if the student is interested in pursuing further skills development through course work or work experience.
- Ask students to create their own life/work scenario for the next 10 years. Then ask them to evaluate two or three Focus Areas to determine which ones suit their own profile. Finally, ask them to detail how choosing a particular Focus Area now would move them along their life/work journey.

Steps for applying Focus Area research to education and training options

- Identify two or three options for work that relate to a Focus Area of interest. (Asking students to do this for two Focus Areas provides more in-depth study and expands their horizons of possibilities).
- Determine the education/training and/or work experience requirements for those occupations.
- Identify two or three post-secondary institutions that offer a program to help develop the skills and knowledge required to gain employment, or identify the on-the-job training required.
- Ask students to identify the secondary school courses required to enter the post-secondary institutions and programs. Ask students to identify the work experience required to gain employment.
- Ask students to evaluate their options and develop two or three scenarios related to a chosen Focus Area — detailing possible course selections and community activities in Grades 11 and 12 that would allow them to move to further education and/or training. (Remind them to also consider Industry Training, Dual Credit and External course options.)
- Encourage students to explore the advantages of adding an elective work experience course as part of their Graduation Program.

Tips for linking Focus Areas skills development to the Graduation Portfolio

- Teach students what skills and competencies are and how they can develop them.
- Ask students to identify the skills and competencies required in various occupations related to their Focus Areas of choice. List the skills required and ask students to reflect on what they have developed to date (either through school courses, community involvement or extra curricular activities) and what they need to develop in the future.
- Ask students to look at course offerings in the school and see which will help them develop their skills and competencies.
- Ask students to develop a plan indicating how they will attain new skills through course work, external credits, work experience, community volunteer activities or extra curricular activities.
- Ask students to detail how they might gather evidence to include in their portfolios that demonstrates attainment of their desired skill sets.
- Ask students to research post-secondary programs and work occupations where a portfolio might help them gain either admission or employment.

Sample ways to engage students in thinking about Focus Areas

This section is written in a conversational tone and is designed to help teachers talk to students. The ideas offered are only examples. Use them to develop approaches that work for your own individual teaching style and needs.

- Look at your personal characteristics and reflect on your abilities, skills and areas of knowledge. Does anything jump out at you? Does anything consistently show up in your quiz, test or self-assessment results? What you're good at doing can hold a key to future employment, especially when you combine your skills and abilities with your interests. For example, someone who's good with their hands and has an interest in boats could be a boat engine mechanic or a boat builder. Or someone who's good at computer graphics and interested in playing games could be a computer games developer. Choose an interest or ability of yours and investigate occupations or

areas of work that it could lead to. What courses could you take in secondary school to help your chances of working in these areas?

What Focus Area(s) best represent your chosen occupations?

- Think about the subjects you like in school and consider what occupations they relate to. Maybe you like physical education — if so, you could be a PE teacher, a recreational leader or a lifestyle coach. Maybe you like physics. In that case, think about the types of jobs that require a knowledge and appreciation of physics — jobs like mechanic, engineer or pilot. Make a list of the kinds of courses you most enjoy. Think about the types of jobs that require knowledge and skills in those subjects. What Focus Area would these courses fit best?
- One or more of your self-assessments likely gave you suggestions for future work opportunities. Review that list and choose two or three that interest you. Then investigate their potential in terms of your own hopes and dreams, as well as the education, training and/or work experience required to reach those work opportunities. Determine what kinds of secondary school courses will provide relevant skills or help prepare you for further education or training. List the Focus Areas that best fit the Grade 11 and 12 courses you wish to take.
- Sometimes, to make a match, you have to expand the way you think about your interests. For example, if you enjoy music but are not musically talented, you could still consider exploring career opportunities in the music industry, keeping in mind that people in lots of different occupations (managers, publicists, recording engineers, photographers, etc.) support bands to actually get their songs on the radio. Think about industries, goods or services that you are familiar with and list all the different occupations that support them. Do any of these interest you? Research their education and training requirements and examine Focus Areas that support them.
- One way to think about Focus Areas is to look at career clusters or occupation areas. Look at what people do or offer, and then think of all the related occupations that support that person, service or product. One example is a doctor, who's considered a helping professional. Consider all the related occupations - nurse, medical office manager, lab technician, home care worker, pharmacist, etc. In this context, each of these occupations fits into the Health and Human Services Focus Area. Choose a different occupation, list related occupations, and discuss which Focus Areas these occupations fit.

Section 4: Focus Areas Resources

Focus Areas and Examples of Potential Workplace Occupations

Focus Area	<i>Grade 12 Graduation</i>	<i>Some Post-secondary</i>	<i>More Post-secondary & Work Experience</i>
Business /Applied Business	Salesperson Office Assistant Bank Teller Accounting Clerk	Sales Representative Executive Assistant Loans Officer Bookkeeper	Sales Manager Manager Investment Analyst Certified Accountant
Fine Arts, Design, Media	Music Store Sales Artist/Craftsperson Silkscreen Artist Film/Video Entry Level Position	Music Teacher Art/Crafts Instructor Illustrator Video/Film Camera Operator	Composer/Conductor Visual Arts Teacher Interior Designer Film Editor
Fitness & Recreation	Recreation Attendant Ski Lift Operator Forestry Firefighter Life Guard	Recreation Leader Ski Instructor Firefighter Swim Instructor	Facilities Manager Ski Resort Manager Firefighter Officer Pool Manager
Health & Human Services	Nurse's Aide Security Guard Group Home Worker Youth Group Leader	Paramedic Police Officer Youth Care Worker Teacher Assistant	Registered Nurse Probation Officer Social Worker Teacher
Liberal Arts/Humanities	Library Assistant Tour Guide Copy Writer Museum Attendant	Library Technician Publicist Journalist Museum Guide	Librarian Events Coordinator Editor Museum Curator
Sciences /Applied Sciences	Animal Care Worker Landscape Worker Forestry Worker Nursery Worker	Veterinary Technician Landscape Technician Forestry Technician Horticulture Technician	Veterinarian Landscape Architect Professional Forester Plant Biologist
Tourism, Hospitality, and Foods	Kitchen Helper Food Server Front Desk Clerk Tour Guide	Cook Hospitality Supervisor Reservations Sales Agent Travel Counselor	Chef Operations Manager Hotel Manager Travel Agency Manager
Trades & Technology	Construction Labourer Skilled Trades Helper Equipment Operator Computer Tech Support Worker	Carpenter Apprentice Trades Apprentice Equipment Technician Certified Computer Technician	Carpenter Trades Journeyperson Mechanic Computer Systems Programmer

Sample Ideas for Gathering Portfolio Evidence Relating to Focus Areas

Portfolio Organizers

Focus Areas	<i>Art & Design</i>	<i>Community Involvement</i>	<i>Education & Career Planning</i>	<i>Employability Skills</i>	<i>Information Technology</i>	<i>Personal Health</i>
Business & Applied Business	Visual design for advertising a new product or service	Help organize a Junior Achievement program in community	Create a business plan for financing post-sec education	Use problem solving during a work experience placement	Projects from a Business Computer course	Research businesses specializing in healthy eating
Fine Arts, Design and Media	Project from a Fine Arts 11 or 12 course	Volunteer at a community arts or music festival	Visual arts portfolio for post-sec program application	Journal on teamwork skills used in school theatre production	Projects from Digital Computer Graphics course	Research on role of the Fine Arts in improving emotional health
Fitness & Recreation	Performance from Dance course	Volunteer coach of community sports teams for youth	Research options and make plan for work in recreation field	Document teamwork skills used in organizing community sports event	Spreadsheet that tracks all fitness activities on daily basis	Analysis of how Phys Ed 11 & 12 courses have affected your health
Health and Human Services	Report on role of Art Therapy in working with children	Projects from Community Services course	Use transferable skills learned in Peer Counseling course	Project from Family Studies on your personal management skills	Use internet to research standards for counseling profession	Psychology course project on emotional health and teens
Liberal Arts and Humanities	Respond to Aboriginal artworks in BC First Nations 12 course	Sec. Lang. course journal on cultural sensitivity & diversity	Use transferable writing and presentation skills in the community	Journal on teamwork skills used in working on school paper or newsletter	Use of computer technology for History 12 research project	Project on emotional well-being from several cultural perspectives
Science and Applied Science	Project on concepts from Physics used by visual artists	Participate in project with community group to improve a watershed	Research career options in medical technology fields	Use problem solving model from Science or Math in work placement	Use computer technology for Science course project	Project on healthy eating from scientific perspective
Tourism, Hospitality & Foods	Apply design principles to food presentation	Volunteer at multi-ethnic food festival	Use transferable skills from Food Studies course at home	Reference letter on use of communication skills while working in busy restaurant	Use computer technology to create and print menus for banquet	Create a menu of healthy meals
Trades and Technology	Project designs from Drafting or Carpentry courses	Work with service club on 'home repairs for seniors' project	Use skills from Tech Ed courses in the workplace	Use personal management skills in work experience placement	Use internet to research work options in the trades	Report on obstacles to healthy eating in the outdoor workplace